

# Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS AND SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

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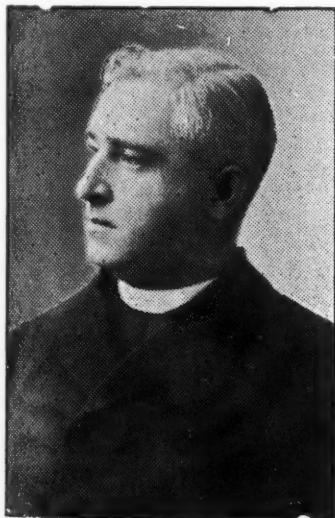
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## THE 1911 C. E. A. CONVENTION.

The eighth annual convention of the Catholic Educational Association, held at De Paul University, Chicago, this summer, was marked by an unusually large attendance of religious teachers, very comprehensive programs of addresses and discussions in college and parish school departments, well-planned arrangements for the comfort and entertainment of the visiting delegates, and delightfully cool weather during the several days of the convention. It is estimated that 2,000 clergy and religious teachers attended the conferences. All sections of the country were represented, Chicago leading in attendance. All the convents of the city received visiting nuns, and a very much appreciated feature of the local arrangements were the noon lunches served to the religious in De Paul Lyceum by young ladies from various Catholic educational institutions of Chicago.

Great interest was aroused in the event, apart from its importance to Catholic educational work, by the fact that this was the first meeting held in Chicago since the formation of the association, although the earliest meetings of the Association of Catholic Colleges, which was the parent organization of the Catholic Educational Association, were held there.

Representatives of practically every teaching order of priests, brothers and nuns of the Catholic Church and numerous prominent secular clergy and educators were present.



RT. REV. MSGR. SHAHAN  
Re-elected President of C. E. A.

Over a score of different nationalities represented in Chicago's cosmopolitan population participated in making the conference a success.

### Archbishop Quigley Greets Delegates.

The opening meeting of the convention was a reception at the De Paul University, at which Most Rev. Archbishop Quigley was the official host. Recognition of the splendid work and results accomplished in the field of Catholic education by His Grace turned the reception into an ovation and a tribute of honor. The Archbishop said in part:

"We are honored by the presence in our city of the delegates of the Catholic Educational Association, in its eighth annual convention assembled. Nor is this the first time that Chicago has been so honored. The association held the first convention of its college department here, with the encouragement of my reverend predecessor. Since those days many cities have entertained the association within their gates, and now that it has become one of the great factors in the educational life of the nation, a praiseworthy rivalry has sprung up among them for the honor and benefit of its conventions; and with reason. These conventions display before the eyes of our Catholic people, otherwise not interested in conventions, but very vitally interested in education, the great work which they and their compatriot Catholics throughout the land are doing in the cause of the Christian education of the young.

"These conventions assemble amongst us the distinguished Catholic educators of the land; men and women of whom we hear and read, but whom we seldom have opportunity to meet. These advantages are brought not only to our people, but also to our local teachers, who will be especially benefited by them, and by actual contract with their fellow-workers from all parts of the country. No wonder, then, that clergy, people and teachers welcome you most cordially, and will vie with one another in dispensing to you that hospitality for which our city is somewhat renowned."

In the general meetings of the convention some very timely thoughts and suggestions were put forth. Archbishop Messmer of Milwaukee declared that it was the duty of all Catholic educators to contribute to combat the false teachings of socialism. He said:

"Socialism is a delusion and a snare. Its antidote is sound Catholic education. No church except one which is based on positive Christianity can

successfully combat Socialism, and the Catholic Church in the United States, with its educational system, stands forth as a bulwark against the pernicious heresy and evil of modern times."

"The Need of Special Teachers' Training in the Catholic Seminary for Priests," which the Rev. Francis V. Corcoran, C. M., of the Kenrick seminary of St. Louis, Mo., discussed, furnished an opportunity for Archbishop Messmer to discuss the needs of special training of candidates for priesthood in the United States. The prelate heartily approved the plea made by Father Corcoran and declared it to be timely.

### Opposes State Aid for Schools.

The Rev. Maurice J. Dorney opposed state aid for Catholic schools. "I am willing and glad to pay the taxes the state asks for the public schools as long as I can remain in sole control of my own schools," he said, and then declared that if, at any time, the state should be moved to make appropriations for Catholic education it would be a disaster to Catholic education, for the priest would lose interest and slowly but surely their schools would become non-sectarian.

The Right Msgr. P. R. McDevitt, superintendent of parish schools in Philadelphia, deprecated the idea of Catholic schools seeking affiliation with some non-Catholic college or university.

A plan to have the parochial school embrace the kindergarten, primary, grammar and high school grades was



ARCHBISHOP QUIGLEY, of Chicago  
Who welcomed the C. E. A.

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made by Archbishop Messmer in supplementing the principal paper of the day at the joint session of college and parish school departments, which was read by the Very Rev. James F. Green, provincial of the Augustinian order and president of St. Rita's college, and in the discussion of which the Right Rev. Msgr. P. R. McDevitt of Philadelphia, Pa., and the Rev. Maurice J. Dorney of St. Gabriel's church of Chicago took the leading parts.

### Criticizes Schools.

Rev. James J. Dean, O.S.A., of St. Thomas College, Villanova, Pa., made a plea for "less breadth and more depth" in the teaching of pupils and greater co-operation between schools and colleges.

"While we have nothing to say regarding the parish school, we are forced to admit that we have no comprehension of system in the Catholic secondary schools," declared Father Dean. "It has had the result of lowering Catholic standards. Something ought to be done in the field of secondary education. The school and college must meet on some common ground.

"Of the grade school it is said to give too much time to play and too little to solid work. The American scholar is known for his smattering of many things and mastery of none. The average American freshman entering college is not equipped as the English youth, although he is two years older. The American secondary system is at fault. Our weakness is in those qualities that ought to be developed in the secondary schools."

The speaker had many things to say of the colleges and institutions which he said were "centers of athletic activity and intellectual rest." He advocated among other things the establishment of central Catholic high schools wherever feasible; the establishment in every diocese of a Catholic normal school for the training of teachers in an efficient manner, or summer school for that purpose; or the establishment of Catholic educational centers under Catholic supervision. He said a better understanding is needed between the community and schools and colleges.

An interesting feature of the convention was the exhibit of the latest and best in school books, equipment, etc. Representatives of the following well-known firms were present to greet the teachers and extend courtesies: Benziger Brothers, American Book Co., Ginn & Co., John Joseph McVey Co., J. A. Lyons & Co., The Keystone Book Co., and Sadlier & Co.

### Papers on Parish School Problems.

In the Parish School department, the following papers, many of which will be found in the pages of The Journal this year, were read and discussed:

"Our Children and Their Life Work." By Brother Luke Joseph, F.S.C., LaSalle Academy, Kansas City.

Discussion: Brother Marcellinus, Fort Wayne, Ind.; Brother Julian Xav., St. Francis School, Louisville, Ky.

"Retardation and Elimination of Pupils in Our Schools." By the Rev.

Patrick J. McCormick, the Catholic University of America, Washington, D. C.

Discussion: The Rev. Aloysius Garthoefner, superintendent of Catholic Parish Schools, St. Louis, Mo.; Brother George Ebert, S.M., Dayton, Ohio.

"Some Educational Errors." By the Rev. Robert B. Condon, D.D., La Crosse, Wis.

Discussion: The Rev. John A. Dillon, superintendent of Catholic Parish Schools, Newark, N. J.; Rev. John B. O'Leary, superintendent of Catholic Parish Schools, Galveston, Texas.

"Handicaps in the Education of the Deaf." By the Rev. F. A. Moeller, S.J., the Ephpheta School for the Deaf, Chicago, Ill.

"Some Hindrances to Pupils' Progress." By a Sister of St. Agnes' Community, Fond du Lac, Wis.

"Retardation of the Pupil." By a Sister of Mercy, St. Patrick's Academy, Chicago, Ill.

"Arousing the Child's Interest." By a Franciscan Sister of the Sacred Heart, Joliet, Ill.

"Teaching the Child How to Study." By a Sister of Mercy, St. Xavier Academy, Chicago, Ill.

### Resolutions of C. E. Association.

(1) Whereas, The Catholic Educational Association recognizes as its mission the furthering of Catholic education under the guidance of the Church; be it

Resolved, That we hereby pledge to his Holiness, the one accredited and infallible teacher of truth, our fealty, our service and our devotion.

(2) Whereas, The Carnegie Foundation for the Advancement of Teaching is a private educational agency which is attempting to exercise an undue and an irresponsible supervision over the institutions of higher learning in this country, which aims at dechristianizing American education, which is, therefore, a menace to our intellectual and moral well-being as a people; be it

Resolved, That this association deprecates the illiberal and sectarian attitude of the Foundation toward American universities and colleges of standing and established repute.

(3) Whereas, The desire of Catholic teachers to obtain advanced training is a healthy sign of progress; be it

Resolved, That in the judgment of this association the interests of Catholic education can be safeguarded against the prevailing naturalistic tendencies only by such instruction being had under Catholic auspices.

(4) Whereas, Excellent work is being done in the field of Catholic secondary education; be it

Resolved, That this association urge upon Catholic teachers the necessity of directing their pupils to Catholic institutions of higher learning.

(6) Whereas, The University Extension movement, the Reading Circle movement and the Catholic Summer School movement constitute an educational fact of great importance and promise, in so far as they supplement the work of Catholic schools, academies and colleges; be it

Resolved, That we recognize and commend these movements to the Catholic public.

Resolutions of thanks to local committees and others who contributed to the success of the convention were also passed.

### Resolutions of Parish School Dep't.

(1) We testify to and recognize with filial gratitude the excellent results that have followed the recent legislation of our Holy Father, Pius X, in the matter of the early admission of our children to the sacrament of the Holy Eucharist.

(2) We urge upon pastors and teachers solicitous care of those children who seem to be especially favored by grace, that from their number there may come priestly and religious vocations to bless their work and to contribute to the spread of the Kingdom of God in human life.

(3) We desire to emphasize the fact that the aim of elementary education is discipline—the training of the will to habits of virtue, study and industry. We protest against any tendency to replace it by seeking to procure in the first place mere information or mere manual or mental efficiency.

(4) We recognize the need of reverence and respect for authority, if religious and civil institutions are to be firmly grounded. We demand them as a portion of the product of a Catholic system of education.

(5) Anxious to preserve the fruits of Catholic education in our parochial schools, and recognizing the imperative needs of the continued training of our Catholic youth in faith and morals during the perilous years of adolescence we urge upon pastors and parents the establishment and development of Catholic secondary schools wherever existing conditions permit.

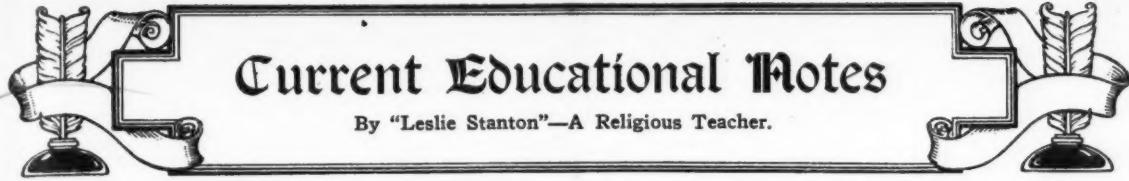
(6) Since good drawing and good membership give adequate training to eye and hand for elementary education and serve as efficient preparation for vocational training, we strongly recommend that these branches receive careful and constant attention in our schools.

(7) We protest against those influences that would lessen the attachment of the child to its home; against the debasement of its moral nature by vicious or indecent spectacles that seek the patronage of children, and we urge that the child's love of home be fostered in every possible way, and that he be taught to appreciate and to love the art that has grown out of religion, the Christian art of this and other centuries.

### All Officers Re-elected.

Confidence in the staff of officers of the association was shown when all were re-elected, as follows:

Honorary president, His Eminence, James Cardinal Gibbons, Baltimore, Md.; president general, Rt. Rev. Msgr. T. J. Shahan, D.D., Washington, D. C.; vice-presidents general, Very Rev. James A. Burns, C.S.C., Washington, D. C.; Rev. W. J. Shanley, LL.D., Danbury, Conn.; Very Rev. H. T. Drumgoole, LL.D., Philadelphia, Pa.; treasurer general, Rev. Francis T. Moran, D.D., Cleveland, Ohio.



## Current Educational Notes

By "Leslie Stanton"—A Religious Teacher.

**Be Ready**—The days—not necessarily the melancholy days—have come when the schools open and the pupils fall into line and the first lesson of the term is given and the year's work begun. They are days that mean anxiety to many of us, and possibly heartache and worry and gloom. They ought to be exclusively days of bright anticipation and actual accomplishment; that they are not always such is due in great measure to ourselves.

One way of making these first days somewhat less strenuous and uncertain is to be thoroughly prepared for them. This is the time of year when we have to expect the unexpected. For the first week at least we never can tell just how many pupils we are going to have or what kind of students they are going to prove to be; neither can we be absolutely sure of our own position as sometimes superiors change their minds at the last moment. Then, too, the school supplies—though they shouldn't be—are sometimes wanting and we find ourselves lacking indispensables, like erasers, registers, crayons. Besides, we may find it necessary to change our regulation and face the consequent confusion and annoyance.

It will help us all, therefore, to bear in mind that this time of the year is no time for theorizing. From the moment that the first school bell sounds we must keep our pupils busy and happy; at any rate, let us keep them busy. All our resources must be drawn upon to insure order and progress, even when many of our charges are without all their books and other necessities. It doesn't do a bit of good to complain about adverse conditions; if the conditions are there it is our duty to make the best of them.

Many of the little faces that front us on the first day in school are new faces, and a little conversation class will be an excellent thing for breaking the ice and securing a better understanding mutually. Care must be taken, however, that the pupils themselves do most of the talking. It will never do for us, especially if we are relatively young at teaching, to convert our recitations into lectures. Much wiser is it to withhold our eloquence until we are surer of ourselves and our pupils.

Another effective device for the first few days of the term is to make a review of some of the matter the children are expected to already know. In-Christian Doctrine, for instance, a recapitulation of the prayers and acts would be in order, together with a searching review of the children's knowledge of the principal mysteries of our holy religion. Here, too, a word of warning is necessary. Don't do nothing but review. Reviewing is a good thing, but too much of it, especially in the first days of the term, will give the pupils the impression that they are not going to learn anything new. The children hailing from other schools will get the impression that they are put in a class too low for them, the parents will come to see the principal, and the result of it all will be confusion worse confounded.

**Prayers in Class**—Now is an excellent time to teach the pupils to recite the vocal prayers with dignity and external devotion. Last term, perhaps, especially toward the end, we were a trifle careless about the way prayers were said in class. Here we have an opportunity of correcting ourselves and our pupils and of making the daily recitation of prayers something at once edifying and devotional.

In particular we should guard against too great haste on the one hand and dragging recitations on the other. We must absolutely disapprove of the sing-song method of reciting the prayers, and at the same time insist upon order and uniformity and concert recitation. If the custom of public prayer obtains in your parish, it is well to rehearse the prayers to be recited at the children's mass.

**The Teaching of Singing**—This summer I had the pleasure and profit of listening to a demonstration class in

singing that brought home to me as never before the possibilities of the singing lesson. The instructor, after giving a short talk upon her aims and methods, called to the platform a group of little girls—all of whom were perfect strangers to her—and in ten minutes had them singing—and singing well. She used neither piano nor tuning fork; indeed, the most surprising thing about the whole demonstration was that the instructor made no use of any mechanical aids.

Her success was, I think, due to two factors. The first was her charming personality. She is an eminently likable woman, and a mistress of those quiet, pleasant little mannerisms that win admiration and compel attention. Her method meant nothing but encouragement.

In the second place, she could sing herself. There was no uncertainty about her manner of taking a tone, and she never had to stop and correct herself and begin all over again. She was so thoroughly familiar with the technique of her study that its problems were solved almost automatically and unconsciously, and thus all her attention was free to be devoted to the children.

Perhaps some of our teachers of singing may find something stimulating and suggestive in these paragraphs. Are you technically what you ought to be? Can you strike a note with your voice? Are you able to dispense absolutely with instrumental aid? Can you detect a false note in your own singing as well as in that of your students? If not, you need more study yourself before you complain about the slowness of your students.

And, more important still, are you a source of terror to your pupils? Do you make the singing lesson an unpleasant lesson? Are you in the habit of giving harsh reprimands? Do you unburden yourself of sarcastic remarks? Do you tell the children that they are stupid and careless? Do you fret, fume or flare? If you do any or all of these things, you are on the wrong road. You may be getting wrinkles and experience and indigestion; but you are not getting success.

**Self-Reliance**—Manifold are the advantages of the community life. We teachers would probably be less efficient if we were it not that we are members of a religious congregation. But none the less community life exposes us to at least one danger, and that is the lack of sufficient self-reliance.

Now, whatever may be our views of the matter in regard to things spiritual and unseen, the unvarnished fact is that, humanly speaking, if we wish to do anything in this world, we have to do it ourselves. Nobody can teach us how to study and nobody can teach us how to teach, any more than the wisest and holiest mistress of novices that ever lived can teach us how to make a meditation. Our problems are largely personal problems, our difficulties are largely personal difficulties. We can get advice, lots of it; but not all the advice in the world will do us a particle of good unless we face conditions squarely and in ourselves and by ourselves surmount our difficulties.

Once there was a boy who wanted to swim. He read the theory of swimming in a book, and then he went with a crowd of other boys to try to learn. Most of his companions were expert swimmers, and they showed him the practical aspects of the art. In a few days he was the only one of the group who could not swim. He had more theoretical knowledge of the sport than any one of them; he knew just how it should be done, but he couldn't do it himself. He confided his troubles to his teacher at last, and the teacher, who happened to be a wise man, said, "My boy, if you don't make more effort, you'll never learn to swim." The boy took the hint. Next day he watched less and thought less, but he splashed about more; and he swims excellently now.

Community life is almost to kind to us at times. Were we secular teachers in the employ of the state, we should either have to make good as teachers or leave

the department. It would be "Get out or get in line." Some secular women have been made into fair teachers just because they needed bread and butter, and teaching was about the only way they could get it. They had to be self-reliant or perish.

The religious life must be a help to us, not a hindrance. If we find that our piety interferes with our work as educators, there must be something wrong with our idea of piety. Humility is not timidity, and recollection is not laziness. St. Paul said: "I can do all things in Him that strengtheneth me."

**The First Communion of Children**—The recent decree of His Holiness, Pope Pius X concerning the First Communion of children is naturally attracting the attention of our Catholic teachers. The duty of preparing the children for the reception of the sacraments falls in great measure upon us, and to some extent, too, we are called upon to decide as to the fitness of the children to approach the Holy Table. Accordingly, many teachers have been more or less anxious concerning the interpretation of the decree.

Bishop Conaty of Monterey and Los Angeles took occasion to discuss the decree at the annual sisters' institute held in his diocese last July. He brought out one point that demands the careful consideration of pastors and teachers alike. In explaining that portion of the decree that states that children are judged sufficiently prepared intellectually to receive Holy Communion when they are able to distinguish the sacramental bread from ordinary bread, His Lordship remarked that one important sign that the children are able to make the distinction is the external reverence that they will show when approaching the Holy Table. Bishop Conaty insisted, and rightly, that should a child give signs of notable levity and even unintentional disrespect, that child shows, by the very fact, that he does not distinguish the sacramental bread from ordinary bread.

**Utilizing Outside Reading**—Our children are bound to do considerable reading outside of class, and it is our business to exercise a certain influence over them in this regard in order that they may not fall prey to dangerous books or beget slovenly methods of reading. It is well now and then to ask a series of questions and let the children write down answers thereto. The results will serve to keep us in touch with what they are reading, and how they read.

Following are some of the questions that might find place on the list:

What book are you reading at present?

Do you like it or dislike it? Tell why.

How does it compare with the book you read last month?

Which book appeals most to you? Why?

Tell what you know of the life of the author of the book you are reading?

What things in the book are you unable to understand?

Do you feel inclined to read more books by the same author?

If the book is a story, what is the most remarkable scene in it? Which the most likeable character?

**Object Lessons**—Object lessons are just now falling into disrepute in certain quarters as the result of their having been carried to excess, but in themselves they are excellent helps to all of us. When that puzzling first lesson in fractions comes, for example, don't be afraid to destroy a perfectly good apple in order to show the pupils what you mean by a half and a fourth. And if your commercial geography brings up the subject of iron filings, have a few on hand to put on exhibition.

**Clippings**—When you run across a cheering bit of verse in some obscure paper or when an inspiring bit of humor smiles at you from between the advertisements in a magazine, be sure to get the scissors and bid the stranger welcome. A bundle of pertinent clippings is a valuable treasure-house for the teacher who knows how to teach.

**Literary Bureaus**—The promoters of so called literary bureaus seem to regard our teaching communities as easy prey. They offer to criticise your work "conscientiously and competently for the nominal remuneration," etc. It

is well to give them a wide birth. Long-distance criticism is a poor thing at best, and its value can be of little worth when we know nothing about the standing of the self-styled critics.

**Tobacco**—The latest authoritative statement concerning the use and abuse of tobacco comes from Dr. George L. Meylan of Columbia University. After having made a detailed study of 223 college students, over fifty per cent of whom were smokers, he arrives at the following conclusions:

"All scientists are agreed that the use of tobacco by adolescents is injurious; parents, teachers and physicians should strive earnestly to warn youths against its use.

"There is no scientific evidence that the moderate use of tobacco by healthy mature men produces any beneficial or injurious physical effects that can be measured.

"There is abundance of evidence that tobacco produces injurious effects on: (a) certain individuals suffering from various nervous affections; (b) persons with an idiosyncrasy against tobacco; and (c) all persons who use it excessively.

"It has been conclusively shown in this study and also by Mr. Clarke (who made a similar study last year at Clarke college) that the use of tobacco by college students is closely associated with idleness, lack of ambition, lack of application and low scholarship."

If we wish to control the tendency of our small boys towards smoking, we had better not be too severe in our condemnation of the weed. They will very naturally consider us hopelessly prejudiced, and point to their grandfathers—or perhaps their pastors—as types of manhood mellowed and improved by acquaintance with Lady Nicotine. All we need do is insist that the use of tobacco in any form by growing boys is very detrimental to the best interests of the coming man. We might even show our broad spirit of toleration by quoting Dr. Richardson who says in the London Lancet that tobacco, when used moderately by adults, "is in no sense worse than tea."

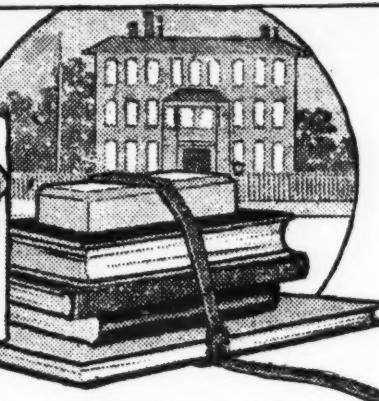
**Not Our Trouble**—A casual glance at the average educational magazine makes us aware that the question of emolument is a stone of stumbling to most teachers in the public and many of the private schools of this country. There is hardly a teacher's institute conducted from one end of the land to the other where the question of salary is not brought up and violently discussed. Here, by comparison, we find one of our numerous advantages as religious teachers. The question of emolument does not bother us in the least. The vow of poverty enables us to concentrate our time and our energy on things that really matter.

**Good Manners**—The teaching of etiquette, the imparting to our students the spirit of true politeness is a part of our duty as religious teachers. Timely hints, kindly given, and enlightening little chats at opportune times will serve to introduce our pupils to points of etiquette that otherwise they might never learn. The spirit of politeness is the spirit of Christianity, and it is important that we stress the fact. All politeness that is really effective is based on the Gospel precept, "Do unto others as you would have others do unto you."

**Play**—Just now there is a wave of reform sweeping over the school playgrounds of the country, and it is to be feared that some of our children are going to be drowned. The tendency to carry an excess of system into the children's play hour is most uneducational. Systematize play and you destroy it. The spirit of play consists in a happy ignoring of any very rigid system, a delightful disregard for all but essential rules. As a rule, the children know more about playing than their teachers do. Gymnasium work and military drill have their uses; but they are not play, and it is well for us to remember the simple but pregnant fact.

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is the best time to attend to your subscription account. By remitting now you show appreciation for the service of The Journal and also save money as the price of the magazine is only \$1 per year when paid in advance.

# School Opening



## HINTS AND SUGGESTIONS

### VALUE OF A DAILY PROGRAM.

By a Sister of Mercy, Columbus, Ohio.

Order, we are told, is Heaven's first law, and one of the chief factors for securing and maintaining order in the schoolroom is, according to the judgment of many, a well arranged program adhered to conscientiously. A few words as to the necessity of a program. The teacher needs it to hold her in check, for I take it for granted that all of us are fashioned after the same model, each with a few modifications, which establish individuality. Now I know that the temptation is strong, when the work in hand is particularly congenial, to give more time to one subject and consequently to curtail some other, which may be more important, though less interesting. If the program allows half an hour for a special study, it is the duty of the teacher so to prepare the subject that she may finish the work in hand in the allotted space, and finish it so well that the next day's lesson will fit in neatly and without rough edge or hanging threads. A program is necessary for the children, that they may know just how long they have for the preparation of a lesson and thus not a moment will be lost. If a child understands that the next recitation is to be called in half an hour, he is sure to use the intervening time to the best advantage; whereas, if the hour to recite is uncertain, as it surely will be without a settled distribution, the child is liable to be idle, and, as I suppose all of us know, get into mischief.

As to the uses of a program—some one may say, "I know just what I want to do today. What is the use of binding myself to any form?" It is hardly enough for the teacher to know what is to come next, the pupils, and especially if they are large children, should also be aware of the moves that are to be made. A time for everything and everything on time, is a motto that holds very well in the schoolroom. Many a character has been made stronger and more self-reliant by the proper use of spare moments, and a boy or girl who wishes to take advantage of every occasion will find opportunity to get in extra reading on useful subjects, or extra information on the subject in hand, if the school day is so well laid out that spare moments can be seized when the lesson of the hour has been prepared. This orderly arrangement of time will also be a help in after life. First impressions are lasting and surely the habits acquired in school will follow a child through life and make or mar according as they are good or indifferent.

But a program may be and is sometimes abused. The best thing in the world becomes tiresome. Even the finest music, the choicest entertainment wearies us, if prolonged beyond a certain limit. So keeping to a fixed program from September to June, without the least variation, is apt to become monotonous and children tire of sameness. Hence, I think that once in a while it is good to break away from the daily routine and make a change in the order of things just for a day. In my experience, it is wonderful with what zeal the pupils return to the regular work and with what renewed effort they apply themselves after this slight deviation.

The arranging of a program, especially in our schools, where, as a rule, we have more than two grades, is not an easy task, but it can be done and it can be made to work, though the time allotted for each subject is often rather short. I shall simply suggest how a distribution can be

satisfactorily made for higher grades and also for junior grades.

### BUOYANCY OF HEART.

The world is as we see it. The schoolroom is what we make it. "Keep up good heart" has become a form of parting benediction.

That teacher who knows how to keep a brave heart, how to be hopeful in spirit and cheery in manner, how to make rainbows when the light shines through tears, gives to her children an immeasurable good in simply living this philosophy of life before them.

It is a great misfortune for a teacher to be temperamentally sober, staid, conventional, or capable of seeing the brightest side of things.

Whether things go right or whether they go wrong this coming year; whether the children are bright or seemingly dull, do let us cultivate cheerfulness in the schoolroom. If there is one spot of blue sky amid the clouds let us keep our eyes fixed on it and refuse absolutely to talk about the clouds or be depressed by them. They will come it is true, but they will go also, and the sun is always shining behind them.

### SOME SCHOOL OPENING THOUGHTS.

By Rev. J. T. Nicholson, Houston, Texas.

As your next issue will probably correspond with the opening of the school year, I might say that the most important motto for the teacher is: review and repeat. Whether or not time is wasted trying to make children understand may be a debatable question in psychology and pedagogics, but it may be safely asserted that children do not understand, in the strict meaning of the term, even when they think they do. It should be evident to the simplest observation that nature develops the memory before the intellect, if philosophers will permit us to maintain that there is a real distinction between the two. Naturally therefore it would seem that the memory should be first educated. Here is where the art of the teacher is needed, and herein is manifest the folly of those who think that the work of the teacher consists in "hearing lessons."

The memory may be overeducated, so that in maturer years the work of the intellect is shuffled off on the memory.

Sometimes the thoughtless remark is heard, what is the use of children learning what they do not understand? But if children learned only what they understood their progress would be much slower than that of Goldsmith's "Traveller." What they do not understand today they may understand tomorrow, and if the memory has already grasped it, there is so much saved. If children by nature learn quickly by memory, they also forget quickly by environment; in other words, there are so many distractions in the way of games and amusements, that what is quickly learned is also quickly forgotten. It would be interesting to compute what percentage of the year's school work, a child can forget during vacation. Therefore, to put the pupils on a solid foundation, two or three or even four weeks are needed for review after vacation. If the time is not given to it then, it will have to be given unsystematically during the year, with less favorable re-

sults. Probably this cannot be observed for all subjects, but the competent teacher can judge in what subjects it will be most profitable. Not only for the smaller, but for grown-up pupils, not only for school opening, but for the various subjects introduced during the year, if they are to be of lasting benefit, the motto holds, repeat, repeat, review and repeat. It may seem to be time lost, but things are not what they seem.

### MAKING THE CATHOLIC SCHOOL ALL CATHOLIC.

Rev. Patrick J. Sloan, Syracuse, N. Y.

Are our parochial schools as Catholic as they should be in their every class? Is their every subject of study made truly auxiliary to the teaching of religion? It should be, and it must be if these schools are serving rightly their one purpose of existence.

The primary purpose of every class of the parochial school is conceded unanimously by Catholic educators to be the teaching of Catholicity and the educating of the individual pupils to live successful Catholic lives. In all the classes of the school Catholic doctrine and practice should be taught.

In the reading classes, the readers used should be not partially but thoroughly Catholic in their contents. At the same time they should be in every respect the best available. More than this, in the reading class as well as in that of Christian doctrine the children should be taught to read understandingly and with correct pronunciation, emphasis and interpretation the questions and answers of their Catechism and also the prayers of their prayer book. Then, too, while in this class they should be so thoroughly familiarized with those words which are used for expressing Catholic truth that they will become accustomed to the correct and intelligent use of these in their daily conversation. The more advanced pupils may be taught religion and imbued with its spirit by reading selections well chosen from the Holy Scriptures, from Church history, from the lives of the saints, and from our best Catholic literature.

The children should be taught to spell correctly those words which they find in their catechisms and prayer books. Moreover, the meaning of these words should be well understood by them and, if desired, given.

As to writing, the practice work which is given to the children can easily be made to include much that will assist in teaching catholicity. The pupils may learn to write neatly and in correct form those words, phrases, and truths which are almost peculiar to their catechism and prayer book, or to their Bible and church history. To express a thought in written form, is to impress this more deeply on the mind and heart.

During almost every recitation in geography, excellent opportunity is afforded for teaching the children of the various grades something about God creating, preserving, and ruling the world, or about Christ saving mankind, or about His kingdom on earth, the Catholic Church, or about the heroic deeds which Catholics have done or the achievements which they have wrought and which exist in every land. It seems needless to say that the textbook used for this subject should be thoroughly standard and likewise thoroughly Catholic.

Even in the arithmetic class, much can be accomplished for religious education by teaching the pupils accurate Catholic statistics. A teacher needs no extraordinary ingenuity to devise some means for impressing almost indelibly on their memories the age of Christ, the number of His Apostles, the length of time that His Church existed on earth, the number of Popes it has had, the number of its present membership, and so on.

A little thoughtful planning can make the English composition work especially subservient to the teaching of religious truth and practice. Words, phrases, clauses, or sentences can be analysed, paragraphs, essays, or themes can be written, and models can be studied, paraphrased, or imitated such as will bring the children directly to a clearer knowledge and a more devout appreciation of Catholicity.

Any teacher of drawing who is rightly qualified can devise almost daily some brief exercise which will serve admirably to educate the children in Catholic truth or practice. A picture drawn of the church, of the cross, of

the altar, or of some other Christian object with a few words of apt explanation will prove most interesting and helpful.

The music course of the parochial school should make the children thoroughly familiar with the words, the melodies, and the singing of Catholic hymns and chants. It should educate them to assist in a pleasing manner and with inspiring effect at the Holy Sacrifice of the Mass, at Vespers, Benediction, and other Church services; and it should serve also to keep clearly before their minds God's truth, so clearly and beautifully pictured that it will exert a dominant influence over their lives. Not only should they be taught to sing these hymns, psalms, and responses, but they should likewise be taught in as far as this is possible to understand and appreciate them.

Catholic truth and devotion can easily be taught in every class of the parochial school. Of this there is no doubt. Moreover, if this teaching of religion is done opportunely, tactfully, spontaneously, and reverently, it will certainly be an almost constant source of delightful instruction, inspiration, and power.

### TEACHING MANNERS.

Whatever is or is not taught to our children in the coming year, let not the subject of manners be neglected. The following admirable summing up of this need is found in the course of study of an eastern city:

Manners in general—Quotations about manners; golden rule; need of constant practice; learning by observation.

Manners at school—Entering and leaving room; laughing at mistakes or accidents; treatment of new scholars; conduct when visitors are present; raising hands; rights of property; disturbing and collecting materials; conduct in wardrobe and at sink; in relating occurrences; when to speak of one's self; tale-bearing, or telling about other children.

Manners on the street—Why specially important; noisy and boisterous conduct; calling across the street; obstructing the sidewalks; meeting and passing persons; returning salutations; tipping the hats; carrying an umbrella; throwing things on the sidewalk; marking fences and sidewalk; looking at windows of private houses and pointing at objects; staring or laughing at infirmities; answering questions; offering assistance.

Manners at home—Why most important of all; politeness to parents; politeness between brothers and sisters and to servants; treatment of company—grown-up company, callers and visitors, young company.

Manners at the table—Promptness in coming to the table; when to be seated; waiting one's turn to be helped; asking for articles of food—how, when and where; criticism of food on the table; use of napkin, knife, fork and spoon; haste in eating; attention to wants of others; conduct in case of accidents; mention of unpleasant subjects; when and how to leave the table.

Manners toward the aged—Respectful treatment at all times; mistakes in grammar and pronunciation; attention to remarks and questions; patience in repeating answers; what to talk of and to read to them; waiting upon them and saving steps; giving them the best seats; helping them first at the table; giving up seats to them in cars and public places; never letting them feel in the way.

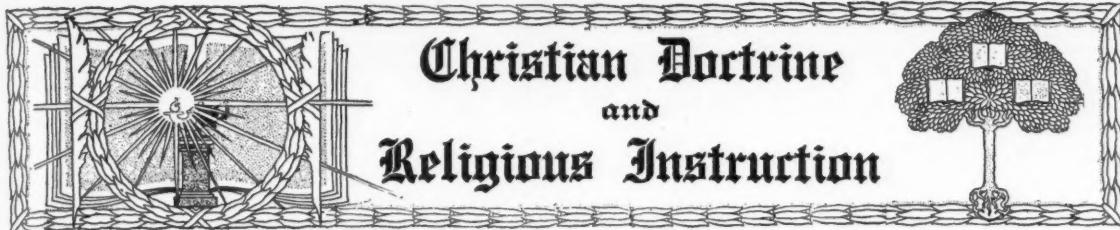
Manners in society—Entering and taking leave; removal of hat and care of wraps; various courtesies; staring at or speaking of defects and infirmities; treatment of accidents and mistakes; whispering, laughing and private conversation; inattention to the company we are in; introductions; giving proper titles; attention in conversation; attention to reading or music; interest in what is shown us; asking questions of strangers; contradicting statements.

Manners at church—Punctuality; manner of entering; whispering, laughing and moving about; turning the head to see who comes in; attention to the service; manner of leaving.

Manners at places of amusement—Punctuality; finding seats; waiting quietly; talking and laughing; applause; courtesy to others; time and manner of leaving.

Manners in stores and public places—Shutting doors; how to ask for articles in stores; making trouble for clerks; handling goods; finding fault with articles or prices; courtesy to other customers; courtesy to clerks; conduct in the postoffice; entering in crowds; not waiting for others; noise and rudeness; visiting railroad stations.—"Teacher."

# Christian Doctrine and Religious Instruction



Faith of our Fathers! living still,  
In spite of dungeon, fire and sword;  
Oh, how our hearts beat high with joy,  
Whene'er we hear that glorious word.  
Faith of our Fathers! holy faith!  
We will be true to thee till death.

Faith of our Fathers! that same grace,  
Which made our Martyrs strong to die—  
In Confirmation still descends,  
On us, their children, from on high.  
Faith of our Fathers! holy faith!  
We will be true to thee till death.

#### METHOD IN TEACHING CATECHISM.

By Rev. John J. Ford, S. J., San Francisco.

To teach catechetics well is an art, and for an art you need an artist. But an artist however gifted by nature is formed and perfected by methods. And this is all the more necessary for the catechist as his art is the most difficult of all.

The catechist, it is true, has the matter of teaching already at hand, but this he must explain and apply, render clear to the minds of children and the ignorant. He must infuse into their minds not merely a knowledge but an esteem, a love of divine truth, together with the desire and resolve to conform their life to it. Is this easy without the art of method? In other branches the matter belongs to the natural order and the pupil is prepared for the more difficult subjects by degrees and the study of these things is not absolutely necessary for any one. Here, on the contrary, there is question of things known only by divine revelation, of mysteries that transcend the farthest reach of human reason, of abstract propositions and dogmatic formulas, of precepts and rules of life in direct opposition to the human passions, there is question here of things the knowledge and observance of which are obligatory on all. And the catechist must make these things clear and simple and attractive to all, particularly children. But how can this be done without a good method?

The catechist must in a way bring down the supernatural to the senses, as did our Divine Teacher, and as the Church continues to do in her liturgy. He must direct all his teaching to the supreme end of the Christian, the salvation and perfection of his soul. He must adapt the supernatural to the psychological development of his hearers, proceeding from the concrete to the abstract, from the known to the unknown, from the simple to the complex. He must know how to speak to the eyes, the ears, the heart, the imagination, the memory, the intellect and the will of his hearers, so as to instruct them without overwhelming or wearying them. He must teach "non scholae sed vitae," not for school-years only but for life. He must avoid all unnecessary scientific terms, technical phrases, and abstract formulas. He must insist especially on what is fundamental in Faith and Morals, what is necessary for the formation of the religious character, the duties of one's state in life. He must inspire his hearers with a love of the Church, of her authority, of her rites and ceremonies, her doctrine, her sacraments, her devotions and all the duties of a Christian life. Now to do this skilfully the catechist must be a master of methodics.

#### The Requisites in Catechetical Work.

The questions that regard expositive and interrogative form, analytic and synthetic, and the manner of using them; the narration, explanation, repetition, illustration and application of the facts of Bible history; the way of stating, developing, confirming and adapting to Christian life revealed doctrine; the manner to be followed in teach-

ing liturgy, Church history, and congregational singing, the secret of making the pupils commit the most important thing to memory; the means and industries to be employed to arouse and hold their attention and interest; the reward and punishments to be distributed; the use of pictures, figures, charts, blackboards, and even stereopticon views, all these and other similar devices belong to Methodics and without a good method they cannot be used to advantage by the catechist.

As in other branches of instruction, so here, we may follow either the analytic or the synthetic method. In the former we take the catechism and explain it word for word and generally make the pupil commit it to memory. In the latter we tell him the whole thing in a simple way and then set before him a catechism, explain it to him, have him commit it to memory and in this way give him in a fixed form whatever he has received by word of mouth. Both methods have their advantages. But for catechetical instruction, at least in the case of children, the synthetic method is preferable. The office of catechizing belongs to the Church's teaching authority and so is best exercised by the living voice. "The lips of the priest shall keep knowledge, and they shall seek the law at his mouth." Mal. ii. 7.

Amongst particular methods the Sulpician method of catechizing is celebrated throughout the world and has produced wonderful fruits wherever it has been employed. The whole catechism, according to this method, consists of three principal exercises and three secondary ones. The principal are (1) the recitation of the letter of the catechism with an easy explanation of it by way of question and answer; (2) the instruction; (3) the reading of the Gospel and the Homily. The secondary exercises are: (1) the admonitions from the head catechist; (2) the hymns; (3) the prayers. These should be interspersed with the former. Then follows the dialogue or contest between the catechist and the best pupil, and the reward, if he has deserved it. After the questioning the children should be made to write out a short account of the instruction. These analyses should be corrected by the teacher, and a mark ("fair," "good," "very good") should be attached to each. Registers of attendance should be kept and rewards given. A complete account of the methods will be found in "The Method of Saint Sulpice," (Tr.), and also "The Ministry of Catechizing" (Tr.), by Mgr. Dupanloup.

#### The Munich Method.

Another famous and very effective method is the Munich Method. This system requires first a division of the catechetical matter into strict methodical units, so that those questions are co-ordinately which are essentially one. Secondly, it insists on a methodical following of the three essential steps, viz., Presentation, Explanation, and Application—with a short preparation before Presentation, then Combination after Explanation, as more or less non-essential points. It therefore never begins with the catechetical questions, but always with an objective Presentation, in the form of a story from life or the Bible, a catechetical, Biblical, or historical picture, a point of liturgy, Church history, or the lives of the saints, or some such objective lesson. Out of this objective lesson only will the catechetical concepts be evolved and abstracted, then combined into the catechism answer and formally applied to life. These catechists aim at capturing the child's interest from the start and preserving his good will and attention throughout.

Preparation turns the attention of the pupil in a definite direction. The pupil hears the lesson-aim in a few well chosen words. At this stage of the process the pupil's ideas are also corrected and made clearer. Presentation gives an object lesson. Out of the objective lesson

explanation construes and eludes the catechetical concepts. From the concrete objective presentation we here pass to the general concept. Combination gathers all the ideas derived from the lesson into the text of the catechism. Application finally strengthens and deepens the truths we have gathered and variously widens them for purposes of life. We can here insert further examples, give additional motives, apply the lessons to the actual life of the child, train the child in judging his own moral conduct, and end with some particular resolution, or an appropriate prayer, song, hymn or quotation.

#### WHAT INFALLIBILITY MEANS.

By Rt. Rev. Bishop O'Connor.

Christ prayed for Peter, first of all, that his faith should not fail, and charged him in return to give strength to the faith of all the rest. Thus He provided for His Church. Now, this is that infallibility of which we hear so much. It is nothing but the stability in faith which was granted to the office of Peter, by which the brethren are ever confirmed in the truth which He had taught. This does not mean that every act of every word of Peter, or his successor, is inspired by God. It only means that in faith, and in faith alone, Christ will ever assist him to teach it officially in its purity, so that he may confirm the brethren, who, when they thus receive it from him, are sure they receive what was first delivered by Christ. The infallibility thus received will not protect him from the frailties of human nature. When he speaks as a private individual his word may have weight, but after all he is liable to error. When he is confirming his brethren, that is when he is teaching the universal Church, we lose sight of the man; we think only of Christ acting through him, giving strength to that body which He promised would be impregnable to the very gates of hell. God gives to each one the grace that is necessary to discharge the duties which He has assigned. Nothing less than immunity from error in his official teaching is necessary for him who has been charged to confirm or give strength to a body that will ever wrestle successfully with the powers of hell in preserving the knowledge of the truth.

#### CLASS INSTRUCTIONS ON THE HOLY MASS.

(Adapted From Outline Studies Recommended to Catholic Teachers. By Cardinal Vaughan.)

[Note.—The points in the explanation are numbered to facilitate questioning pupils.]

O Saving Victim, opening wide  
The gate of heaven to man below!  
Our foes press on from every side;  
Thine aid supply, Thy strength bestow.

**The Holy Eucharist.**—1. Our blessed Lord instituted the Holy Eucharist to be both a sacrament and a sacrifice. 2. As Sacrament the Eucharist gives us Jesus Christ that He may dwell with us and in us. 3. As Sacrifice it gives us Jesus Christ, that through Him we may worship God in the most perfect manner. 4. The Holy Eucharist as a sacrifice is called the Sacrifice of the Holy Mass. 5. The Mass is the sacrifice of the New law. 6. There were also sacrifices in the Old law—both under the Law of nature and under the Mosaic law. 7. In all ages of the world God has commanded man to worship Him by sacrifice.

(8) **Sacrifice.** 9 **Definition.**—(a) Sacrifice is offering to God—(b) by a lawful minister—(c) the destruction or change of some outward thing falling under the senses—(d) to acknowledge God's supreme excellence and power over life and death: hence sacrifice can be offered to God alone.

10. (a) **Sacrifice is divine worship**, which can only be offered to God. 11. To give divine worship to any creature would be idolatry. 12. Sacrifice is the highest act of religion. 13. Religion is worshipping God outwardly as well as inwardly. 14. We must worship God by the virtue of religion, because we owe to God the homage of our body as well as of our soul—having received both from Him.

15. (b) **The minister is lawful** when he is appointed by God. 16. St. Paul says: "Every priest taken from amongst men is ordained to offer gifts and sacrifices" (Hev. v. 1). 17. By these words "taken from," the apostle shows that God chooses some to be priests and leaves others. 18. St.

Paul further says: "No man taketh the honour to himself but he that is called by God" (Hev. v. 2).

19. (c) **The destruction or change of the victim** signifies God's power over life and death. 20. It is the chief act in the sacrifice; when we give to God the life of another, in place of our own. 21. The destroying of life in a sacrifice is called immolation. 22. A victim may be immolated in three ways: 1, by actual death; 2, by mystical death; 3, by being changed so completely that it loses all likeness to what it was before. 23. In the Old law living creatures, as oxen, sheep, etc., were immolated by actual death—they were killed.

24. The scapegoat, however, suffered mystical death. 25. Mystical death is death in appearance, without the reality. 26. In the sacrifice of the scapegoat, the animal first laden with the sins of the people, was banished to the wilderness for ever. 27. Thus it became as dead, being, never seen among men again; it died not really, by mystically.

28. The third way of immolation is to change the thing that is offered from one state to another. 29. This was done in the case of things without life. 30. Oil and wine poured out on the altar—they lost their liquid form; flour was burnt in the offering. 31. Some outward thing is taken for victim in a sacrifice, because sacrifice is an act of public worship. 32. By sacrifice we show to God openly, what we feel towards Him inwardly.

33. (d) **Sacrifice is offered to acknowledge** God's supreme excellence, and His power over life and death. 34. God's supreme excellence means that God is infinitely perfect, and infinitely above all other being. 35. Because God is our Creator He has a right to all we, His creatures, have. 36. The most precious thing we possess is our life. 37. When we offer sacrifice and return to God His gift of life, we include in our offering all His other lesser gifts. 38. We thus acknowledge that we hold all from God, who is supreme excellence, the sovereign Lord of all things. 39. Sacrifice acknowledges God's power over life and death; because as God alone gives life, to Him alone may life be returned—which is what is done by sacrifice.

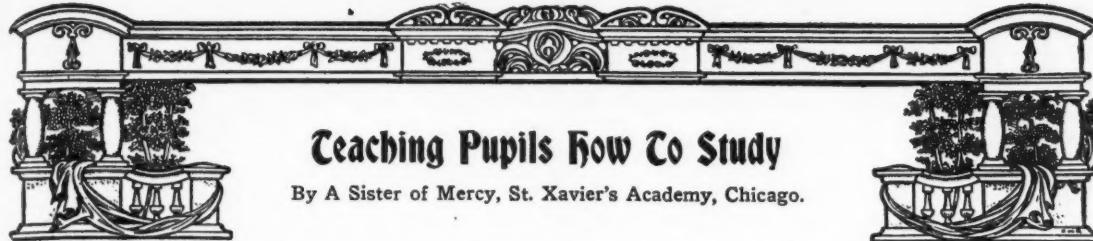
**Ends of Sacrifice.**—40. The Ends of sacrifice mean the Reasons why sacrifice is offered. 41. There are four great reasons for offering sacrifice—adoration, thanksgiving, propitiation, supplication. 42. Adoration—to worship God; 43, Thanksgiving—to thank God; 44, Propitiation—to obtain God's pardon for past sin; 45, Supplication—to ask God for the graces which we need.

**Sacrifices of the Old Law.**—46. In the Old Law they had different sacrifices for these different ends; 47, the holocaust was for adoration, sin-offerings were for propitiation, peace-offerings were for thanksgiving and for supplication. 48. The offerings or victims of sacrifice were: 1, living creatures—oxen, calves, rams, sheep, lambs, goats, turtles, and pigeons; 2, things without life—flour, meal, unleavened bread, oil, wine, and frankincense. 49. These sacrifices of the Old Law were of no use in themselves; 50, they received all their power from being types of the sacrifice of the Cross.

51. The ancient sacrifices in which there was shedding of blood were types of the sacrifice of the Cross, which was offered on Mount Calvary in a blood manner. 52. The sacrifices offered without blood-shedding were types of the sacrifice of the Mass, which is a renewal of the sacrifice of the Cross, but offered in an unbloody manner. 53. The most remarkable of the unbloody sacrifices was Melchisedech's sacrifice of bread and wine.

**The Sacrifice of the New Law—The Mass.**—54. In the New Law there is only one sacrifice, but it fulfills in itself all the four ends of sacrifice; 55, it is called the Sacrifice of the Holy Eucharist or the Holy Mass. 56. The word Mass is said to come from the Latin missio, a dismissal; 57, because there is a dismissal of the people at the end of the Mass. 58. The Holy Mass is the sacrifice of the Body and Blood of Jesus Christ—really present on the altar under the appearances of bread and wine—and offered to God for the living and the dead. 59. The Holy Mass is not a new sacrifice, but one and the same sacrifice with that of the Cross. 60. Christ, who offered Himself a bleeding Victim to His heavenly Father on the cross, continues to offer Himself in an unbloody manner on the altar through the ministry of His priests. 61. The Mass is the unbloody sacrifice of the Body and Blood of Christ.

(Continued on page 144)



## Teaching Pupils How To Study

By A Sister of Mercy, St. Xavier's Academy, Chicago.

WE teachers are all, like Comenius in his "Didactus Magna," seeking out a rule in accordance with which the teacher shall teach less and the learners learn more.

We have seen that the multiplication of apparatus, the fitting up of libraries and laboratories, and the cheapening of notebooks and fountain pens have not solved the problem.

What then is wanting? Let us glance over the field of education to see if we can obtain a ray of light on the subject.

The day comes for the child to enter school and the Recording Angel reverently begins his task of noting credits for those who, we are told in the Book of Books, shall shine as stars for all eternity.

As "Order is Heaven's first law," it must rank first in the class room or the teacher may say good-bye to all study.

Next in importance to order, is the necessity of getting rid of all mental rubbish in order to replace it with more useful data. A sensitized plate free from all superfluous images, cannot fail, if intelligently treated, to give a clearer picture of objects presented to it. So, the mind of the child must be as free as possible from false impressions.

Having properly adjusted the mental receptacle, pupils must be led to desire knowledge, or good results cannot be expected. They may have many facts forced upon them, this does not make them students. So essential for a good foundation is the desire to learn that no time given to it before entering on the real work should be considered wasted. Earnest teachers devote many spare moments to the cultivation of this stimulus throughout the year, knowing by experience, what an incentive it is in the daily routine of the classroom.

Once this thirst for knowledge has been excited it is less difficult to lead them to the foundation. Without it we may succeed in bringing them there, but they cannot be forced to drink deep at the Pierian Spring. Quite a help in promoting this healthy thirst is the cultivation of the imagination, by means of pictures, either real or imaginary.

### To Arouse Interest of Pupil.

Interest in a study should be fostered by every means, and as no one can give what she does not possess, the teacher needs to be vitally interested in the work in hand. If the pupil has not been taught to find the beauties inherent in his studies, they can have no attraction for him; so the ingenious teacher will have recourse to every artifice to relieve the monotony apt to creep into the work, and to arouse the flagging interest of the child.

Incentives to study should be unstinted, for instance, competitions serve to rouse the lethargic mind from inaction or indifference, besides helping a defective memory. Repetition is another great factor—repetition day after day, until satisfied that the pupils have grasped the fundamental principles. This serves to impress them on the minds of the students, yet haste is to be avoided. A man does not apply a second coat of paint to a building, until the first is absorbed and dried, and the greater number of coats the more durable is the work.

And what about encouragement? Why, it must go before, accompany, and follow the child throughout the day. It should temper every correction, shine in every direction, help in every difficulty, in fact it ought to be the main spring in the mechanism of the classroom.

We might add in the words of our venerated Foundress "Now and then bestow some praise."

Yes, judicious praise can work wonders in most children. Like their elders they do not like to be driven and

they love to be appreciated. It may not be wise to hold out the promise of rewards as an inducement, lest they become the primary motive; rather let them come unexpectedly, or as a happy accident.

When reproof for imperfect recitations becomes a duty on the part of the teacher, the culprit may be led to pass sentence in a hypothetical case, and the justice of condemnation will soon become self-evident. If it be true that love begets love even in the schoolroom, so also sincerity, cheerfulness, and trustfulness cannot fail in producing like qualities.

The children will appreciate the teacher's ready sympathy, and this may be made evident at times by not being too rigid in adhering to set rules, especially when it is seen that a little change may relieve the monotony of routine. Reaching the heart first, the ingenious teacher soon gets to head-quarters, where she will be mistress of all she surveys, and cannot then fail in developing all that is sweetest and best in the child-nature.

### The Help to Be Given Pupils.

As to the amount of help which should be given and how it should be given authorities differ. On the one hand there is danger of the child becoming too dependent on the teacher, yet until the reasoning faculties develop sufficiently, assistance rightly given promotes effort and excites a desire to walk alone in the rugged path.

Of course it is readily seen that all pupils are not equally talented, otherwise it would be clear sailing and much valuable time could be saved. Some are much slower than others in understanding, and the teacher has to wait for them to absorb enough of the mental pabulum to keep pace with the others. Individual attention is the only remedy and happy the teacher who finds a perfect cure.

If we are to educate and not simly amuse our pupils, we must have their co-operation. In other words they must study and we must teach them how to study. They must be taught how to apprehend clearly, how to retain tenaciously, how to reproduce accurately and elegantly, how to organize and generalize all newly acquired knowledge, and so correlate it to all previous knowledge, that it may naturally gravitate to their mental center and become an integral part of their intellectual self. With them lies the duty of exhausting, with us merely that of suggesting.

To educate is to form a mind that will draw correct inferences from well tested data, that will hold the mind in suspense and form no judgment where there is insufficient data. The pupil's intellect must be formed and furnished, his sensibilities affected, his will energized, his fancy stimulated. Not merely the acquisition of knowledge but the development of self should be our aim. Mental growth and moral culture must be the result of all teaching worthy of the name. Pupils should be trained to be keenly observant, alert, intent, and accurate in the use of their senses.

How very important then that we should teach our pupils how to study.

Even those of us who believe that a school room is not a play room nor a reformatory, who are earnestly striving to make our pupils increase in intellectual power, and who assign lessons calculated to realize these ideals—are driven almost to distraction by the lack of response in our pupils.

They take no time for thinking or investigating. They accept whole sciences on faith; they commit entire geometric demonstrations to memory; they translate classic languages with never a backward glance at the beauty or profundity of the thought.

All this aimless activity can be corrected only by right

habits of study, and intelligent preparation of work depends in a large measure upon intelligent assignment of work.

Too many studies burden the youthful mind and discouragement follows. Would it not be well to adhere to the good old way of having a solid foundation in essentials? Would it not be wiser to place the "Three R's" on their original pedestals from which they have been so long deposed? We cannot help seeing that those branches are more or less slighted in modern methods, and the results are anything but satisfactory.

#### Cautions as to Home Work.

In assigning home-work, it is a great mistake to give a number of pages or paragraphs in advance, to be learned, and then to dismiss the pupils with the stern injunction to study, when their only idea of study is a laborious repetition of words with no thought of the main idea, of cause or effect, of relation to what preceded or what is likely to follow.

The character of home-work should always be supplementary; it should not break new ground, but rather look to the thorough cultivation of fields already sown. Its purpose should be to establish facts, definitions and principles, already well understood, because of their logical development, explanation and illustration during the class period.

When the student is ready for work and we place before him new ideas, the mind takes a new attitude, and, after apprehending the subject matter clearly, he must be taught how to retain it tenaciously, hence the necessity of training the memory.

If the pupils are made to understand that the vividness of the impression has a subjective as well as an objective phase, this is, that if the object is inherently attractive, there will be no need of exercising voluntary attention in order to gain a vivid impression; but, if the matter has no charm, the will must be called into action, and force the attention to fix itself at duty's call.

When these principles are understood, the attention, one of the most important factors in study, becomes obedient to the will and finds this obedience as easy as the child, who has no trouble in submitting when he sees the utility of the command.

We must be careful to insist that the repetition of the first vivid impression be not merely slavish, reiterated efforts to stamp it on the memory. That is folly wide of the mark. These repetitions should be made from the standpoint of analysis, comparison and generalization. We all know how novelty, beauty, or the power of a single experience may give an impression of lifelong permanency, yet deep interest and intense application will compensate for all other conditions.

Then comes the training of the reason and this is a very important factor in study, if we believe that right habits of thinking are more necessary than accumulation of knowledge. Both the inductive and deductive methods of reasoning should be employed in arriving at truth.

We must not permit our pupils to be hasty in deducing general conclusions. Not the decision reached, but the thought by which it is reached and the power gained by this thought is important. One who has a vast multitude of ideas, but with little or no knowledge of their relation, has narrowness of mind. Selection, comparison and generalization bring breadth and enlargement. Intelligent selection of the most important ideas in a poem, of the man fact in a history lesson, of the root, principle, synopsis in a chapter of science, requires real thinking, than which what is harder? Who has not met the pupil who would rather commit to memory the whole history lesson than force his mind to attentive, close thinking?

With study pursued in this manner from kindergarten through the university, we may hope for what Newman calls the perfecting of the intellect, which is the result of all things, as far as the finite mind can embrace them, each in its place and with its own characteristics.

In conclusion we cannot fail to note that the responsibility of the teacher seems appalling, but we may console ourselves with the thought that "We are Christ's." We are all trying to do His work and He cannot fail us. If we could only induce more of the parents to co-operate with us by encouraging home-work, rather than by decrying it, as many do, our task would not be quite so laborious and the result would certainly be far more satisfactory.

#### CLASS INSTRUCTIONS ON THE MASS.

(Continued from page 142)

62. **The Mass is a real sacrifice**, for it is a continuation or renewal of the sacrifice of the Cross. 63. Our Lord was the Priest, and our Lord was the Victim on Calvary, and He offered Himself in the sacrifice of the Cross to atone for our sins. 64. In the Mass our Lord is the Priest and also the Victim, His body suffers mystical death, and the sacrifice is offered to atone for our sins. 65. The Body of our Lord suffers mystical death, or is represented as slain, by the separate consecration of the bread into the Body of Christ and of the wine into His Blood. 66. If the body were really separated from the blood it would cause death. 67. The separate consecrations, by seeming to separate our Lord's Body from His Blood, cause the appearance of death—mystical death.

68. **The essential parts of the sacrifice** of the Mass are the very same as those of the Cross, but the circumstances are different. 69. Our Lord died really upon the cross in a bloody manner; He dies mystically upon the altar in an unbloody manner. 70. Our Lord was the visible Priest on the cross; He is invisible on the altar. 71. The Sacrifice of the Cross paid the price of our sins; the Mass applies the price to our souls. 72. The act of sacrifice consists in the separate consecration of the Body and Blood; 73, but many writers think that the priest's communion is a necessary part of the sacrifice to complete it.

**The Prophecy of the Mass.**—74. The prophet Malachias foretold the sacrifice of the Mass (Malachias i. 10, 11). 75. The prophet warned the Jews that their sacrifices would be rejected; 76, and that in their place one unbloody sacrifice would be offered to God by the Gentiles all over the world. 77. "I have no pleasure in you, saith the Lord of Hosts, and I will not receive a gift of your hands; 78, for from the rising of the sun even to the going down My name is great among the Gentiles, and in every place there is sacrifice, and there is offered to My name a clean oblation." 79. The sun rises and sets at different hours in different parts of the world, so that at all hours of our day and night the Holy Mass is going on somewhere. 80. A clean oblation means an offering perfectly pure in God's sight—the Mass is this clean oblation.

81. King David says of our Lord: "Thou art a priest for ever according to the order of Melchisedech." 82. This means that Our Lord was like Melchisedech in the kind of sacrifice he offered. 83. St. Paul quotes King David's words; 84, in his epistle to the Hebrews he calls our Lord a "priest for ever according to the order of Melchisedech." 85. We learn that Melchisedech offered to God an unbloody sacrifice of bread and wine (Gen. xiv.). 86. Christ offers daily and for ever the unbloody sacrifice of His own Body and Blood under the appearances of bread and wine. (To be continued in next issue)

#### TEACHERS' USE OF THE BIBLE.

By Rt. Rev. T. J. Conaty, Los Angeles, Calif.

The religious teacher should love to talk to pupils of Christ, to tell the story of His life, to explain fully the incidents happening during those periods, and culminating in the act on Calvary. It is not enough for us to read the story of Christ's life as it is told us in some books, even though it be brilliantly written by some great writer. Better is it and more beautiful to study in the book which has come down to us with all the sanctity of tradition as the very word of God. How delightful it is to take the text of the Gospels and from them weave the connected history of Christ, to study the very words written under the inspiration of God, telling us in plain and simple language the incidents that make the life of Him who is our Saviour and our God! There has always been in the Church a great love for the text of the Gospels, but it seems as if in our day there is a renewal of interest in its study. Pope Leo XIII., in his wonderful encyclical on the study of the Holy Scriptures, issued a trumpet-call to the clergy, teachers and people to read the Scriptures in order to find the image of Christ, which, as he says, "stands out living and breathing; diffusing everywhere around consolation in trouble, encouragement to virtue, and attraction to the love of God." How strongly the Holy Father pictures to us the fact that it is in the Scriptures that we are to look for Christ, living under the letter and speaking forth to us His words of life, as He spoke in the days when He lived among men.

# School Management and Hygiene



## SCHOOL MANAGEMENT.

By C. P. Colgrove, Iowa.

The phases of school work are organization, instruction, training, management and discipline. In rural schools all five of these functions are combined in one and the same teacher, and this is also true in small, poorly managed graded schools, where every teacher is a law unto herself. In large graded schools, where the principle of the division of labor can be applied, a teacher may perform only one or two of these functions. In such schools most of the teachers devote all their time and attention to classroom instruction in special subjects; other teachers are employed to carry on some specific line of training, such as music drawing, penmanship, manual training, commercial subjects; other teachers may be placed in charge of a study room or a special room set apart for incorrigibles. But wherever such specialization of the work of teachers occurs, there is the necessity that some one teacher shall organize and manage the work of the school. His special function is supervision, and he is called principal or superintendent.

### The Function of the Supervisor.

To really supervise a school is to bring all the classes represented in the school, all the educational forces of the community into such relations of harmony, union and efficiency that the aims of the school shall be fully realized. The great law of school organization is the law of co-operation. The function of the supervisor is to make this law as effective as possible. What life is to the plant or the animal, co-operation is to the school. I have spoken of the school as an organism, like the human body. Now, just as there is in the body one organ whose special function is to co-ordinate and bring into co-operative relations all the other organs of the body, so in the school there must be one member whose function it is to bring all the other members of the school into unity of purpose and action. In the body, this organ is the brain; in the school, this member is the supervisor. The competent supervisor will not be satisfied with anything short of uniting, inspiring and directing all the educational forces of his community. While he must conform in large measure to public sentiment in school matters, he must in reality, shape and, if necessary, reform that sentiment. While he must obey strictly and in good faith the school officers from whom he derives his authority, he must, as a matter of fact, suggest and carry out the policy to be pursued in educational affairs. While he must secure the good will of the pupils and direct all his work for their good, he must, nevertheless, shape their ideals, energize their efforts and set up their standards of scholarship and conduct. While he must command the loyalty of his teachers, he must never demand it as a personal prerogative, but must obtain it by wise leadership, just treatment, sympathetic help and counsel and absolute sincerity in all his dealings with them. A school is well supervised when it is doing effective work, when the conditions for study, recitation and recreation are made as favorable as possible for every pupil, when the burden of discipline is made as light as possible for every teacher, when the interest and hearty co-operation of the school board, the parents and the taxpayers have been secured, when there is a prevailing sympathy between pupils and teachers, when the *esprit de corps* among the teachers is of high order, and when every arrangement of the work of the school tends

to promote in the pupils diligent study, self-help, right ideals and self-control.

## HYGIENIC CONSIDERATIONS.

By Robert Clark.

The undue amount of time given to written work in the schools today may be more or less pedagogical; but it is most certainly unhygienic for not only are the muscles of the trunk and arms involved in an incorrect position at the desk for the greater part of the time, but the injury to the eyes from too close attention to the script and from the careful following of the pen and pencil points would seem to be incalculable. Incorrect posture insidiously tends to induce spinal curvature and diseases of the internal organs. Euleenberg has declared that 90 per cent of curvatures of the spine not caused by actual bone disease are developed during school life; and Cohn and other oculists have shown that the most serious cases of nearsightedness increase in direct proportion to the advance in school grades. Whether or not these views are correct, it is, nevertheless, of the utmost importance that these investigations should be considered.

I was unpleasantly surprised to notice a comparatively new evil in school hygiene—one that I am afraid has come to stay. I refer to the mimeograph, the hectograph and kindred graphic devices, which, if improperly used, turn out copies which cannot fail to endanger the eyes. I have seldom seen a machine so perfectly manipulated in the schoolroom as to give a clear copy on every sheet handed out to the pupils. Quite recently I happened to be in a schoolroom where the teacher of geography was reading over the questions or syllabus she had prepared, because the hectograph copies she had distributed were too faint to read.

## HEALTH—MENTAL AND PHYSICAL.

By Miss M. S. Haman, Omaha, Nebr.

I believe there is a bit of advice that would be of undoubted benefit to teachers in general. How can I continue to enjoy good health? is the question I shall try to answer.

First—The habit that many of our teachers—particularly women—have allowed themselves to acquire, viz., that of neglecting regular daily outdoor exercise, is sufficient reason in itself to cause disease. The body must have fresh air and exercise—two essentials of health, and until we can bring this argument to bear upon the minds of the feminine population there will be universal illness.

Second—Few of us know how to breathe properly, or, in fact, ever think there is a right and wrong way in which to breathe; we should inhale slowly and rhythmically, permitting every cell in the lungs to obtain a good draught of freshness. Expand the chest, throw back the shoulders, endeavor to realize ourselves a part of nature for the time being and allow our physical being to imbibe the air as we do our minds to drink in some lecture, or discourse, given by a person whom the papers declare to be great. When there is imperfect breathing for any length of time, a poor circulation is the result, followed by the thousand and one ills which are in evidence in every mile of civilized country today.

Third—How many of us eat properly? How many give the delicate linings of the stomach sufficient time to digest the ingredients placed therein? The national habit which prevails, of hurry, hurry, and hurry again, has introduced not only the quick lunch, but likewise the dyspeptic condition, the afternoon headache, the yellow, parchment-

colored complexion; also the sluggish liver, weak kidneys, overtaxed nerves and irritable mental condition.

Fourth—Each of us who is in a position to do so, should set aside an hour every day which should be spent out in the open air; all nature throbs with health, breathes out its glorious perfumes in valley and flower, sings forth its content in streams and breezes, voices its proof of habitual health in the happy, heedless animals which people its pastures, and yet how many of us think it at all essential to our welfare that we get out and away from ourselves if we would realize health and vigor.

Fifth—Few of us think properly. It has long since been proven by scientific authority that worry will produce indigestion, and that it is the cause of great physical disturbances; fear will invariably bring about poor circulation and weak heart action. In a word, all the tissues of the body are affected, directly or indirectly, by the tumult which the mind experiences.

Sixth—Let us learn the art of resting and the significance of sleep. Nature intended this period to be one of relaxation, mentally as well as physically; when it is time to sleep, all else, all thoughts of other occupations or pastimes, should be set aside for the time being and the much-needed recuperation indulged in to the fullest extent. If possible the sleeping room should be supplied with two windows, one lowered from the top, the other raised from the bottom, in order to insure perfect ventilation. The bed should be placed in a position where the light from neither window shines directly into the eyes of the sleeper, for this will not only tend to disturb the senses, but will, in time, produce weak eyes; for it is said to cause a tension of the optical nerve. A heated room is a menace to good health and should not be tolerated.

One can observe the rules of good living without becoming "foguish," just as well as one can dress elaborately without showing vulgarity and foppishness; but, I admit, there are those to whom either is natural while in other cases both have to be acquired.

Let us sum up these suggestions and thereby ascertain if they are needlessly given: Fresh air, rhythmic breathing, exercise, proper digestion of food, communion with nature, healthy thinking and perfect ventilation. Surely these are not unnecessary embellishments, for not one can be set aside without inevitably bringing on that monster—disease.

#### POINTS ON DISCIPLINE.

By Evelyn L. Taintor, Massachusetts.

Occasionally there is a real antagonism of personality between a teacher and some child; but more often it is simply antagonism of manner. One of the greatest lacks today in our school discipline is a lack of courtesy. We "go at" the children. We rub the kitty the way that makes her scratch. I do not mean so much the politeness of saying "please" and "thank you," but a politeness of tone, an innate courtesy that comes from a respect for the children. How often our tone implies so much and so different from what our words say! Have you ever heard a teacher say things like these? "Now, James, what are you doing that for? Don't you know any better? Haven't I told you times enough not to do that?" and all in the most nagging, hateful way that showed James plainly she had no faith in his good intentions? Have you ever talked that way yourself?

We teach memory gems, songs and poems about politeness; and give excellent little homilies on the subject; but how often we fail in being truly courteous to our pupils.

How many times a day do we speak to some child with tone and manner we would feel called upon to apologize for if used to some grown person? Yet children have as much right to pleasant, courteous treatment as grown people.

In reading "The Upton Letters," an excellent book, by the way—I found these quotations which sum up what I have been saying: "More can be done by courtesy and decent amiability than can be done by discipline enforced by hard words." "The great point is that he shall have some absorbing and wholesome instinct." This instinct comes from the work or play of the school room or often from things of outside interest brought in. A right attitude towards the school is essential in getting the best kind of discipline. I find the idea of "our school" (not "my" school) is a very potent one, and it is one I bring out in the very beginning of the year. I impress upon the children the fact that they don't want to belong to a bad

school; and that to have a good school each child must have a part in making it good; hence, the first thing to learn is to take care of his own self and work. Then I remind them that I am not there to take a policeman's part for the naughty ones, or be a nurse for the babies who can't take care of themselves, and that every time I have to stop to perform these extra duties it takes just so many minutes from our play or story period. After awhile it comes to be a matter of pride to them that they can "take care of themselves" as we call it, and they refer with great satisfaction to the fact that their row or their class has not "played baby" for so long a time.

#### Fairness and Firmness.

Not only do I appeal to the need of their helping, but I appeal also to their sense of fairness—always a strong sense in children. "Do you wish to belong to a bad school? Is it fair when everyone else is trying to make it good for you to spoil it?" and similar questions have much more effect on most children than, "Johnny, you may stand in the corner."

I do not mean that such appeals will reach every child or that there will never be any need of keeping Johnny after school. There are always some children whom it does not affect, and these **selected few must be dealt with firmly**, and, I believe, **early in the year**—just as soon as the teacher is sure they cannot be touched by an appeal to their helpfulness and fairness.

#### Public Sentiment in the School.

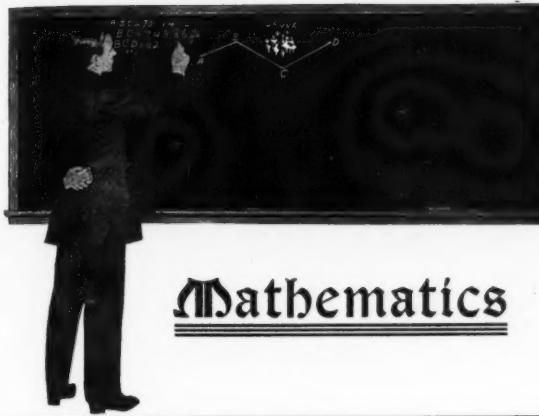
Does anyone ever have a better chance to learn how vital a force public sentiment is, than the teacher? It is just as strong in the school room as in civil and social affairs and it is an influence I depend upon largely. It reduces the question of discipline to a few isolated cases, and even these are bettered if not wholly remedied by it. What boy will continue long to be unruly when, instead of the applause he expects for some mischief, he receives only **condemnation from the children themselves?** The teacher's condemnation is a very small thing in comparison. I know of no other way to get the right kind of public sentiment in the school room than by this same "atmosphere of courtesy" previously mentioned. We cannot expect courtesy and kindness from our pupils unless they receive them from us.

#### CONTAGIOUS DISEASES.

By E. M. H., Seattle, Wash.

The primary object of medical inspection of schools is, of course, to eradicate contagious diseases. The time was when it was considered as necessary for a child to have measles, whooping cough and scarlet fever as to learn his letters. But we now know that these diseases should be avoided, and, to that end, we watch the schools. With the physician visiting once a week, and the nurse once a month, and with both on emergency call at all times, we have succeeded in keeping epidemics of contagion out of the Seattle schools. The nurse carries culture tubes with her. Should the child give evidences of sore throat or should patches appear on the tonsils a culture is taken out and turned into the health department. The child is excluded until the reports declare either positive return, which means quarantine for the family, or a negative result, which returns the child to school. If quarantine is necessary the schoolroom is fumigated and all danger of epidemic prevented. Our school nurses found about twelve cases of diphtheria in the schools last year and many cases of scarlet fever. Many children have such slight attacks of scarlet fever that they give no evidence of illness except a slight feeling of lassitude and headache, not showing the usual rash and having no sore throat. No one knows that they have had scarlet fever until the nurse or doctor finds them peeling at school. This, of course, is the contagious period, and the child is excluded and quarantined and the schoolroom fumigated.

We were led to believe at one time that measles is a very harmless children's disease. On the contrary, scientists tell us that the greater percentage of pulmonary tuberculosis cases originate with the measles. The disease is often accompanied by bronchial complications which leave the lungs weak and susceptible to infection. By keeping measles out of the school we reduce the percentage of tuberculosis in the rising generations. Whooping cough is not a dread disease for the school child, but it is for the baby in arms.



### FACTORING AND MULTIPLES.

G. C. Shutts, State Normal School, Whitewater, Wis.

The value of factoring in a course of study is too often underestimated. By means of it many processes in arithmetic and algebra can be abbreviated and much work can be done mentally that otherwise would require pencil and paper.

Skill in factoring depends upon a ready recognition of the factoring table. This table, unlike the addition and other tables, is not a definite set of processes, but its scope depends somewhat upon individual requirements. A table that ordinarily meets the needs of pupils is the analyses into two factors of each of the composite numbers from one to one hundred, of the squares of numbers from ten to sixteen and of the cubes of numbers from five to twelve; as,  $84 = 7 \times 12$ ,  $72 = 8 \times 9$ ,  $52 = 4 \times 13$ ,  $76 = 4 \times 19$ ,  $91 = 7 \times 13$ ,  $125 = 5 \times 25$ , etc. This table should be memorized just as thoroughly as the addition or multiplication tables. The part of the table composed of the analysis of the products of the multiplication table, and by far the most valuable part, should be learned with that table in the third grade. It can be acquired while serving as an excellent drill in learning the multiplication table. During the fourth year the prime numbers from one to one hundred and the remainder of the factoring table, at least as far as above indicated, should be learned.

In factoring any number within the range of the table the pupil should at sight recognize two factors that produce the number, then the prime factors of these factors can be seen at once, as, in factoring 72, think factors 8 and 9, then  $2^3$  and  $3^2$ ; or 6 and 12, then  $2 \times 3$  and  $2^2 \times 3$ .

Various drill exercises tending to develop a quick recognition of prime factors of numbers should be given. Following are suggested some interesting ones:

(1) Take several composite factors, as  $28 \times 36 \times 42 \times 84 \times 72$ , and express the product in terms of prime factors and exponents, as  $2^6 \times 7^3 \times 3^6$ . To get the result the pupil, in going from left to the right, counts the twos, as 2, 4, 5, 7, 10, and expresses the 10 factors two as  $2^6$ ; then the seven, as 1, 2, 3, and expresses as  $7^3$ ; then the threes, as 2, 3, 4, 6, and expresses as  $3^6$ . No written work should be permitted except the answer. Let pupil check his work by counting the factors from right to left.

(2) The square root or cube of such a product can be extracted by a slight modification of (1). Let the pupil count as before the number of times each prime factor is used, and divide this number by two in square root, for the exponent of the factor, and by three in cube root for the exponent; as the square root of  $26 \times 56 \times 78 \times 42 = 2^2 \times 13 \times 7 \times 3$ . The products in the first exercises taught should be a perfect power of the root to be extracted.

(3) A product of several numbers divided by one or more composite numbers, as  $91 \times 42 \times 24 = 26 \times 28 \times 56 \times 63$  = 126. Let this be as near mental as possible. Better give at first such examples as  $72$ , requiring the answer mentally, and as the power of the pupil grows extend the scope of

the work. Let the pupil see the numbers and simply express the answer.

Economy of energy in these and similar exercises depends upon a thorough memorization of the table. The drill tends to fix it in memory and give facility in its use.

The least common multiple logically follows factoring. The fundamental principles upon which the process is based is "A multiple of a number contains each prime factor of that number." Since this is true, to be a multiple of several numbers it must contain any given prime factor the greatest number of times it occurs in any of the numbers, and if no other factors are in the number it is the smallest that is a multiple of them all and hence is the least common multiple. As, in finding the l. c. m. of 18, 24, 40 and 15, three is found twice in one of them, two three times; and five once. Hence  $9 \times 8 \times 5$  is the l. c. m. Finding the l. c. m. should be largely a mental process. The pupil should not be allowed to write down the prime factors of each of the numbers. If factoring has been well taught that is purely a physical exercise and should be remanded to the play ground or gymnasium. The following is sufficient written work for a fourth or fifth grade pupil. Find the l. c. m. of 52, 36, 65, 45 and 20.

Solution:

$$52 \times 36 \times 65 \times 45 \times 20$$

$$4 \times 9 \times 5 \times 13 = 2340 = \text{ans.}$$

The pupil should be taught to exercise good judgment in the interests of economy in the multiplication of factors. For instance, in the above, to multiply in the order, 4, 5, 13 and 9 is better than in the order of 4, 9, 13 and 5. In multiplying 8, 9, and 17, the order of multiplication 8, 17, 9, or 9, 17, 8 is better than 8, 9, 17. If there are twos and fives in the group to be multiplied, they should be paired off, the remaining factors multiplied, and as many ciphers annexed as there are pairs of twos and fives. As, in  $24 \times 75 \times 15 \times 14 = 3 \times 14 \times 9 \times 1000 = 378000$ . The multiplication in this order can be purely mental, but to multiply disregarding the pairing of the twos and fives is to do written work at a considerable loss of time. If drill has been given in counting prime factors, as above suggested, a glance will show how many factors ten can be found by the pairing process. Practice upon multiplication of this kind is valuable for its own sake, and serves as an excellent drill in factoring.

About the only value of greatest common divisor in the grades is to serve as a drill upon factoring. If taught at all it should be purely mental. Its value for any purpose is usually over-estimated. Too much space is given to it in most of the arithmetics and algebras. There is no process in arithmetic or algebra that cannot more easily, or certainly as easily, be solved without the aid of the g. c. d., as with it, if factoring has been well taught. The processes in arithmetic, as stated in a former article, are tools for use elsewhere in the school work or in after life, hence those processes should not be taught that do not serve some practical end, tradition to the contrary notwithstanding.

### ARITHMETIC CAUTIONS.

(1) See that the tables of the fundamental operations are perfectly learned. This will require patience and tact. Much drill is necessary, but it must be intelligent. No book can be trusted to furnish the proper and necessary material. The live, thinking, working teacher must be ever present. Pupils must be taught to think and then when necessary "figure." Teachers and pupils must have courage enough to omit some subjects and treat others but lightly. Cut out all mere puzzles and catch problems and also most of the problems that involve long, tedious or unusual calculations.

(2) Make the work more rational.

The school way of doing a thing should justify itself to the business man. Many times it does not. Concrete problems should be such as may actually occur in the business world. Methods of solution ought to be direct, short, neat. Rational methods avoid all unnecessary work.

(3) More intelligent teaching.

This means teachers who understand the subject thoroughly, who see the end from the beginning, and who have such a perspective of the subject as will cause them to give each part no more than its proper emphasis. Such teachers will have a fine enthusiasm that will be contagious. They will keep in touch with the best arithmetic thought of the

world. They will enrich the course in arithmetic. They will give us results that may be measured in accuracy, thought power, and power to do.

#### CONDUCTING CLASS WORK IN ARITHMETIC.

By W. A. J.

1. Rapid addition is the key to all facility in the mechanical work. A child should be able to add as rapidly as he can read. Five minutes every day should be given to this exercise, and it should be continued through the grades and through the high school. It is the fault of the teacher and a condemnation of her work if a child adds on his fingers or cannot add easily.

2. When to divide, when to multiply, etc., gives the foundation for the thought work in arithmetic. In the third grade there should be constant drill with examples for this through analysis. Constantly the principles must be reviewed; the product of two numbers given, and one of the factors, to find the other factor; the product of three numbers and two factors; the sum of two numbers and one number; the whole and number of equal parts, etc. The various rules must be reduced to these principles.

3. An example in arithmetic is either right or wrong. It cannot be nearly right. A teacher will train children, that if an example is right in principle it matters little, if "you have only made a mistake in placing the decimal point." This we do, and the boy goes into an office and puts down \$10 for \$1,000 and gets kicked out. It is our fault. We do not teach accuracy. Every addition, every subtraction, every figure should be proven before a teacher permits a child to give the result. Nothing else is mathematics, and we can never train to accuracy with our present methods. True, we can sometimes test for rapidity, but the work should constantly teach, "be sure you are right, then go ahead."

4. The arithmetics now written demand more teaching ability, and unless the teacher knows when to stop and drill, the arithmetic work gives a smattering of all rules and thoroughness in none. If the arithmetic work is properly done, the texts now in use develop the ability to think in number ideas, that is far better than the old rule and case arithmetics. The rule must be taught. If the teacher will see to it that the child formulates the rule, then arranges examples and problems under rules, learns the use of the rules, it is good, but the child must be taught the rule, and unless the teacher is going to do this work, it is better that the books should do it, as was the case formerly. So far as the mechanical work goes, the third grade should be able to multiply rapidly and accurately, the fourth grade should fairly master long division, and the fifth grade should be able to handle common and decimal fractions. The sixth grade begins the "big book" and is the review grade, giving special attention to denominations, fractions and mensuration. The seventh grade is concerned with percentage and its application.

5. Home work should be done for the form of the example, but no credit should be given for the work. Give similar examples and mark on results.

6. One-half of the arithmetic period is enough for the regular lesson; the rest of the period should be given to test work, covering the work up to the point which the class has reached.

7. No two children at the board should ever have the same example, nor do I think it best to have the one who works an example explain it. Much time is wasted in teaching arithmetic. No competent teacher will, I think, have examples one at a time worked on the board, and the entire grade follow as each example is worked, or work the same example on tablets. Such work cannot be too severely condemned.

#### SOMETHING BESIDES THREE R'S.

The nimble critic who says: "Give the children a thorough knowledge of the three R's and cut out the rest" is just a trifle hasty, and speaks either without thought or care. He manifests an imperfect appreciation of the purpose of education. There are some things taught which are useful, though not essential: For example, geography, drawing, elementary science or nature study, physiology, history and music. These may be "fads" in the eyes of some people, but they certainly have a great value in supplementing the so-called essentials. They relieve the course of study of narrowness and give enjoyment to the school life.

## Geography and History

#### USE OF TYPE-SUBJECTS IN

#### TEACHING GEOGRAPHY.

Charles McMurray in Teacher's Manual.

A type-subject is the basis for a series of comparisons, which leads oftentimes to a sweeping general notion which gives comprehensiveness and unity to a large body of more or less scattered facts. It seems strange how little attention has been paid heretofore to the worth of a geographical type. Once understood, it is a means of interpreting quickly scores of similar things elsewhere. We have been so occupied with memorizing bare facts in geography as to forget that the chief purpose and value lay not in memorizing, but understanding the facts. The intelligence of children is increased by their insight and their power to interpret the meaning of things rather than by the quantity of names they have memorized. If a child understands how an irrigating ditch is constructed along one river valley to enrich arid lands, he possesses thereby an idea which will speedily interpret to him the means by which agriculture is made possible in hundreds of places or along hundreds of streams in the western half of the United States. The same is true in India, China, in Mexico and South America, and in many other arid regions on the borders of the great Saharas of the world. Such a type which possesses within the power of interpreting a multitude of things in many lands is educational of the highest value. By comparison of similar rivers or similar cities or mountains, the type-idea common to them all springs into view. If we are careful to select the best types, and, after treating each one fully to make sufficient comparisons to bring out the variations of the type in different countries, we shall acquire a speedy insight into the main lines of geographical knowledge. The original type, worked out in more complete detail than the others, becomes the standard of measurement for a host of similar things in later geographical study. The enlargement, extension and variation of a typical idea by means of comparisons furnishes the children a good opportunity for associating similar groups of knowledge; that is, for thinking, reasoning, and organizing knowledge.

These comparisons, on the basis of fully developed types, furnish the most instructive form of review. A comparison of the whole Mississippi with the whole St. Lawrence and with the Colorado brings out, with remarkable clearness, three of the diverse types of large rivers: the Mississippi, navigable throughout its length and that of its tributaries, but its mouth obstructed by its delta and wide bars of silt; the St. Lawrence with its series of vast lakes in its upper course obstructed by the Falls of Niagara, and its mouth a deep and open estuary of the sea; the Colorado with neither lakes nor delta, almost unnavigable, and with a series of canons like nothing either along the Mississippi or St. Lawrence. Such comparisons bring out with remarkable distinctness the singularities, as well as the common features of great rivers. This review by comparison of old topics with new is vigorous and stimulating to thought. It throws new light upon old facts and interprets swiftly new things. It groups and consolidates geographical materials along essential lines.

The question naturally arises whether such types cover the whole field of geographical study, and whether such a series of studies does not leave a child's knowledge fragmentary and incomplete. In the first place there is great variety of type studies, and there are, as noticed above, several distinct types of rivers. There are tidal rivers, like the Hudson, the Thames, the St. Lawrence, etc.; there are the delta rivers like the Rhine, the Mississippi, the Ganges, the Nile and others; there are canon rivers like the Colorado, Brahmaputra, and the Congo; navigable rivers, like the Mississippi, Yangtze and Amazon; there are the rivers noted for water-power like the Merrimac, the Upper Mississippi, and the rivers of Maine.

Again, there are various types of cities, as, for example, the commercial centers, Chicago, New York, and Liverpool; centers for government, like Washington, Berlin, and Rome; centers for manufactures, like Pittsburg, Manchester, and Lyons. Each of these is typical of the group

to which it belongs. So, also, in other geographical topics, mountains, lakes, industries, deserts, trade routes, oceans, winds, continents, etc., through all the list of geographical facts, it is easy to group under the head of various leading types. And yet it is somewhat difficult to make a selection of leading types which will cover completely that general body of knowledge which belongs to geography. There is some danger that in devoting a large amount of time to the study of a few types many important things will be omitted. Of course, it is impossible to treat all the important cities, rivers, occupations and regions of country with such fullness as marks the type studies, and it is necessary in some way to make good this deficiency. It is hardly worth while to memorize the names and locations of a dozen or more cities in each of the forty-five states, and yet it is desirable to name and locate a half-dozen of the chief lake ports, as Duluth, Milwaukee, Chicago, Detroit, Cleveland, Buffalo and Toronto, and to give the reasons for their importance.

## THE STUDY OF GEOGRAPHY.

Geography is a study of the earth, both as to its physical form and as to the home of man. As the latter, man's partition of the earth into political divisions and his relations thereto should be carefully taught. This may include the names of countries and important cities, together with the race, language, occupation, religion, government and other social organizations of the people. The study of its physical phase may include the prominent land features, as mountain and river system, plains and highlands, the continents and islands with position, size, contour, inland waters, animals and vegetation. Facts concerning the earth as a whole, its form, size, motions of the earth, latitude, longitude, climate, seasons, etc., should be taught. Unimportant facts and irrelevant details should be omitted. Particular emphasis should be given to our own country and the nations most intimately allied with it. Much should only be read, not committed to memory.

Pictures, drawings, maps and globes are helpful auxiliaries in teaching geography. Geographical pictures instill the geographical idea. In the lower grades they are especially useful. Maps and globes help to build images of the real. Impress the fact that maps are only prints of the larger area of land and water. Emphasize map drawing and study of scale.

Local geography should be the basis of the work. Pupils should study about their home town and its environment—topography, surface features, drainage, hills, valleys, river, city, people, occupation, streets, direction of streets, numbers of houses, etc.

Teachers should dwell on geography of current events. Pupils should bring in occasionally lists of places found in an issue of a daily paper and use them for review, especially in higher grades. Teachers should invest the places with interest by bringing out important geographical facts.

Geography should be correlated with history. Teachers should impress in connection with cities and countries events that have changed the current of history and geography. They should compare one country or one state with another and dwell on points of difference.

Geography may be very interesting if teachers realize that the book is only a compendium of texts and put life and personality into them and not kill the lesson with undeviating devotion to the text. One who has traveled has a decided advantage. No other study so appeals to the imagination. Teachers should read and enlarge their scope.

## SOME CATHOLIC POINTS

### IN AMERICAN HISTORY.

The Catholic history of this country begins with the earliest explorers by sea and land. The Catholics discovered and colonized Greenland, and had cathedral, church and convent there. Leif Ericson and his Catholic Northmen discovered and visited Vinland, and were followed by Catholic bishops and priests.

Christopher Columbus, the Catholic, discovered the Western continent; and if we undertake to examine who discovered and who recognized the coast line of what is now known as the United States, from the St. Croix, or Holy Cross river to the Rio Grande, we are met by the significant fact that every league of it was made known to the world by Catholic navigators and Catholic pilots; that the first names given to bay and river, to cape and headland, to island and mainland, bore reference in most cases to the calendar of the Catholic Church.

These explorers were Cabot, Verazzani, Gomez, Ponce de Leon and Pineda.

All bore with them their Catholic Faith and the services of the Catholic Church. The first to explore the Mississippi, from its northern waters to the Gulf of Mexico, were Hennepin, Du Luth, Joliet, Marquette, La Salle, De Soto, Luna and other Spanish explorers, all Catholics. Cartier, also a Catholic, discovered and named the St. Lawrence, Champlain, a Catholic, made known and mapped the upper lake which bears his name. The Jesuit Relations first gave the maps of Lake Ontario and Lake Superior. The Sulpician Dollier De Capon drew the first map of Lake Erie. Fathers Jougues and Raymbaut planted the cross at Sault Ste Marie. A Jesuit discovered the salt springs at Onondaga, N. Y.; a Franciscan, the oil springs near Lake Erie; Catholic missionaries discovered Niagara. The Catholic De la Verendrye first reached the Rocky Mountains; Menendez, a Catholic, and Onate, a Catholic, founded our two oldest cities, St. Augustine and Santa Fe, which in their very names tell of their Catholic origin.

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While the anniversaries and commemorations of important events in the history of our country will always awaken in the loyal hearts of Catholics, sentiments of joy and thanksgiving, Washington's name and memory have peculiar claims on our grateful remembrance. At the breaking out of the revolution, hardly one of the colonies tolerated Catholics; Catholics were looked upon with suspicion, indeed with positive hatred, which crystallized in Boston into "Pope Day." On this day, November 5, every year, the effigies of the Pope and the devil were taken in procession through the streets of Boston, and, having received taunts of insults, were finally burnt. Soon after General Washington took command of the American army, he was informed that "Pope Day" was to be celebrated in camp. He thereupon issued an order forbidding the demonstration, reprimanding those who would participate in it, as devoid of common sense and insulting to their fellow-patriots, adding that "instead of offering the most remote insult, it is our duty to address public thanks to these our brethren, as to them we are indebted for every late happy success over the common enemy in Canada."—Washington's Work III., p. 144.

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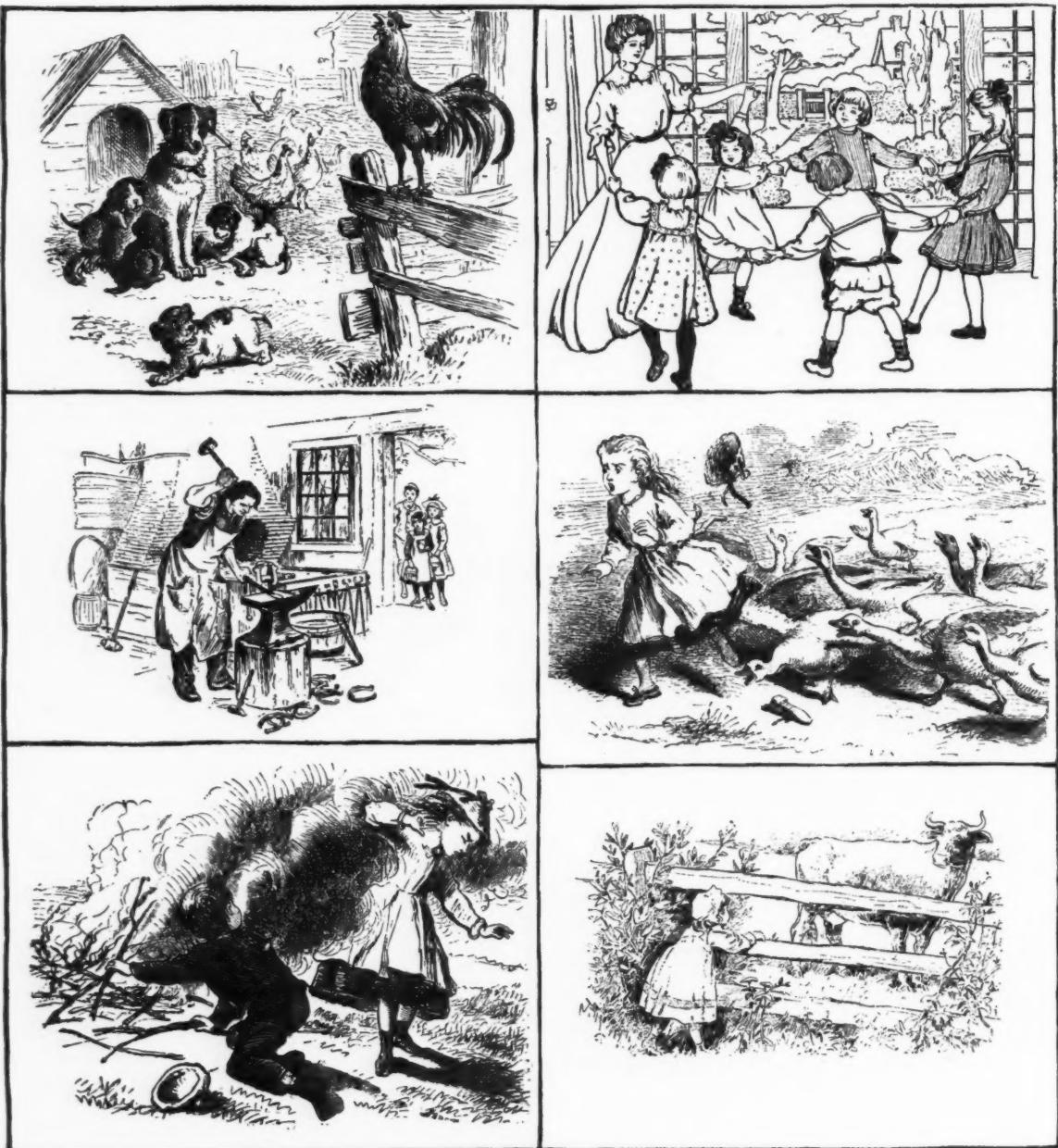
At the battle of Bunker Hill, that first real test of heroic patriotism, there were engaged on the American side 1,500 troops, and of these 20 per cent. at least were Irish Catholics. America's first commodore was a Catholic, who, to the demand of a British man-of-war as to who or what he was, sang out: "I'm Jack Barry, half Irish and half Yankee. Who are you?"

But American patriotism, American valor, American prowess, enlisted as they were in a righteous cause, could not of themselves have brought our republic into being. Those were times to try men's souls. Freedom staggered and groped wildly in the dark. Here naked feet left their bloody imprint in snows of Valley Forge, Patrick Henry, with the trumpet voice of a prophet, had declared to the Virginia delegates: "We shall not fight our battle alone. There is a just God who presides over the destines of nations, and who will raise up friends to fight our battles for us. What is a friend, my countrymen? Some one said that a friend is the first one who comes in when all the world goes out. That friend of America, of liberty, of God—write it on your hearts, my countrymen!—that friend was France—Catholic France!"

## PROFESSIONAL PROGRESS.

When one steps into a lawyer's office and finds his shelves filled with books, and his table laden with the latest legal reports and professional journals, he cannot help having increased respect and confidence in that lawyer. So, too, the teacher who surrounds himself in his study with the necessary instruments of professional advancement—standard works, current periodicals and school journals—commands respect and confidence thereby. He owes a duty to those who have made special books for teachers, and to those who publish educational journals. The better support given to these enterprises, the more they give back in return. Proper professional spirit among teachers would call for such support of these interests as would cause a great advancement all along the line.

## Pictures for Use in Language and Reading in Primary Grades



Cut out the pictures and paste them on cardboard or white pasteboard. Give the six pictures to as many different pupils. Permit them to study the pictures for a few minutes, then call on one at a time to stand at his desk with picture in hand and tell a story about it. Do not allow the pupil to drop into the habit of simply telling or naming the objects seen in the picture. Encourage the pupil's imagination to make up a story in which the picture illustrates a scene.

Teachers will be astonished at the inventiveness of the little folks in making stories suggested by the action in the picture. Have one of the pictures passed from pupil to pupil, requiring each to say something about it, at the same time printing or writing the sentences on the blackboard. Then require pupils to read the story as thus written. The alert teacher will find numberless ways for using these mounted pictures in language, reading and composition.

## Language and Reading.

## ENGLISH IN PRIMARY GRADES.

By A Sister of Providence.

During the first three years language is the simple and constant use of material which commences to be systematized by rule and definition in the fourth and following years.

Very early, pictures are of immense value, helping the child to forget self, awakening interest, training to habits of close observation, stimulating thought, cultivating the imagination and promoting a free and natural style of expression. After a few moments of silent picture study, the teacher may ask questions that the pupil will answer from observation. Next introduce questions whose answers will be drawn from simple inferences, and lastly, propose questions that will cultivate the child's imagination. If the picture in hand has a generally accepted story the teacher may tell it in a vivid manner. If there be no legend attached to it, better still, for then each child may make a story from his own storehouse. This method is in truth productive of better results. Pictures exert a moral influence analogous to that of the story. When children can describe the picture orally and are well in possession of the narrative, they may describe it in detail, then as a whole. Even though a study of the artist is not made at this early date, yet his name should be associated with his work, so that when a closer acquaintanceship develops between them the child will have a number of the artist's pictures in mind.

Let me beg of you, if you have a picture gallery in your school, let it be easy of access to all. When one has seen the tots gazing for long blissful moments at the glorious Madonna of the Chair, one partly realizes the soul-satisfying pleasure and real benefit to be derived from pictures.

At the mere mention of objects the mind is filled with a multiplicity of them. Their use is so common to the most ordinary class room that I do not need to dwell upon results. The class room, the yard, the street, the home, the park, the river, are a few of the numberless sources whence to draw material for these lessons. It is not well to choose things that are but names to the child. Let them be objects to which his mind is alive. Worse still, do not try to put the array of set facts you have planned into his little head, but rather draw out the idea he has of the object. This "drawing out" faculty is the distinguishing mark of the good teacher.

## The Real in Education.

Referring to elaborate and special systems of education, Helen Keller's wonderful teacher has said. "These systems seem to be built upon the supposition that the child is a kind of idiot who must be taught to think; whereas, if the child is left to himself he will think more and better. Let him touch real things and combine impressions for himself instead of sitting indoors at a little round table while a sweet voiced teacher suggests that he build a 'stone wall' with his wooden blocks, or make a rainbow of 'colored paper,' or plant 'straw trees' in bead flower pots. Such teaching fills the mind with artificial associations that must be got rid of before the child can develop independent ideas out of actual experiences."

Conversation is the means and the end of language work—in truth, of education itself. Some one has well said, "The educated man is the man whose expression is educated. The substance of thought is language. Let him get language and he gets the very fibre that language is made of, the thought and experience of his race." In picture and object study there will be of necessity much conversation. The class room and playground are the places where the best interests of language must be guarded. Here again the finest results will be secured by real contact. The child hearing good English will be led in the right direction greatly through his innate desire to imitate. These talks must be real. I can see no sense in "make believe" conversations for the sake of teaching language. It is stupid and deadening to pupil and teacher. Talk should be natural and have for its object an exchange of ideas. If there is nothing in the child's mind to com-

municate, it is hardly worth while to require him to emit cut and dried sentences about the cat, the dog, a bird. Talk naturally to the child, train him to tell what interests him, and lead him to ask questions with a purpose—to find out what is known to him.

When a child is eager and anxious to express himself, but hesitating for lack of expression, supply the necessary idiom. Do not stifle the child's desire to relate new events or repeat all the circumstances of those he has mentioned before. The desire to repeat what he has seen and heard marks advance in the development of the intellect and is an invaluable stimulus to the acquisition of knowledge. When the child is listened to with a gratified air, its love of approbation is aroused and interest in things is kept up. Then the vocabulary grows apace, new words germinate and brings forth new ideas, and these are the materials of which heaven and earth are made.

## The Incentive to Good Language.

The teacher should resort to all manner of device to inspire the child with a love of good and an abhorrence of bad English. First of all, there will be baby talk to be rid of; careless ending, as mornin', evenin', faulty contractions, and those that do not agree with their subjects; the improper use of past tense verbs; constant repetition of the correct expressions, John and Mary do; I have seen; she has gone; will usurp the place in the child's mind of the incorrect form. An efficient use of the exercises in the fourth year text will help here. Though importuned, do not try to explain the why and so spoil it all. Let that knowledge come when it can be assimilated.

Conversation is the essential point in teaching language. "As you speak, so shall you write." In order to write one must have something to write about, having something to write about requires some mental preparation. Original composition without the preparation of much reading is an impossibility—the reader here being the teacher. Please remember that I am not speaking of the possession of many ideas, before the child is capable of self expression in writing. Too often, I think, children are required to write before they have anything to say. Lead them to think and talk and read without self expression and they will write because they cannot help it.

The teacher should choose the stories for reproduction work with the utmost care and not take up nonsensical or indifferent subjects. Herein is an occasion to influence the child's literary taste, mental and moral growth.

The primary teacher should be an excellent reader, one having attained such proficiency that she will read poetical and prose selections of literary worth in a manner that the child must enjoy to the full these beauties as they do fairy tales and nursery rhymes. In story work beware of making "form" the end; when the child is to write reproductions, do not make paragraphing and other mechanical operations too prominent. Too much explanation directs the child's attention to words and sentences so that he fails to get the thought. Do not make this work a written memory test wherein the pure joy in beautiful literature for its own sake will be buried deep in the hearts of these little ones.

Dictation is of great value in training the mind to accuracy through the ear, then the endeavor that the child puts forth for correct spelling, capitalization, punctuation and neatness are conducive to effective training.

For seat work I recommend cut-up-stories and lessons as very useful; the names of the days, months, flowers, trees, states, cities and the children's names may be likewise used. Always examine the seat work of your pupils, otherwise you encourage them to be careless or dishonest.

## Teacher's Preparation of the Lesson.

Good presentation means good preparation; haphazard preparation insures haphazard results. In order to excite deep interest among the children in the subject, the teacher, herself, must be deeply interested in it.

Simplicity of style and simplicity of language are good channels for thought transmission. Then the two are of easy imitation to the ever observant children.

For memory work the roll call may be answered by a proverb, poetic selection or a nursery rhyme in harmony with the grade work of the pupil. Poems and stories should be learned; the former very accurately, the latter to accentuate the essential points and to eliminate superfluous words.

A prominent educator has said, discussing a Fourth

Grade recitation in language: "Paragraphing for infants is, I perceive, one of our newest fads, and this, although the subject is purely one of logic. Thus are babes made to begin at the wrong end of literature—the critical end. No surer way could be taken to prevent their becoming creative."

Oral sentence making is good, developing as it does the observant and critical powers of the class. Here is an occasion to dwell on the proper use of the personal pronoun as predicate nominative. The articles and the use of "is" and "are," of "this" and "that," of "these" and "those will be well taught by practical oral application.

Poem construction by the pupils is delightful work. Choose a poem and by question and suggestion have the pupil construct the whole. To those who have never tried this, the accuracy and charm of the result will be an agreeable surprise.

Drills, daily summaries and reviews are so many phases of that educational treasure, repetition. When a review degenerates into a mere drill by repeating knowledge in the form in which it was first acquired it becomes a narrow, valueless process. Reviews should put the child into possession of facts for use by causing him to approach them from as many sides as possible. In the main, they should mean a new view of an old thought or a view from a new position. After each lesson there should be a summing up of all that has been given. The lesson of today does not stand alone; it bears a proximate relation to that of yesterday, and a remote relation to all the lessons given in the subject.

Letter writing should be introduced early, and the children should be inspired with a love for this form of friendliness.

#### Correlation in Language Work.

Correlation has a more extensive value as the child advances in the course. During the first four years we make use of reading, spelling and nature work for formal correlation; the entire oral and written process of the day may be considered informally correlative, but vital importance of real effective language work.

Language is often taught without any other good effect than the giving of a certain quantity of knowledge. This is not the result of true teaching. To the true teacher the child's sympathy with the subject matter taught is an absolutely necessary condition for success. A genuine glow of feeling must accompany facts that are to be of permanent worth. Though one come to understand a subject fairly well, he may fail entirely to appreciate it sympathetically;

but unless knowledge is really appreciated it is not permanently valuable. Some teachers consider the possession of knowledge and its appreciation as being identical. Simple knowledge of the Bible, we know, does not make people religious. Grammar, with its puzzling array of classifications, nomenclatures, and paradigms, has aroused this feeling of dislike which precludes the possibility of good.

Now we have said that literature is the broadest road to the soul, and above all the arts and sciences, influences the mind. Who does not know the charm and potency of the printed page! Ours, then, is the sacred duty of opening the gate and paving the beautiful way. We decide whether the child shall desire good, bad or indifferent literature; and more still, whether the child in turn may not influence other minds by his word and pen.

The best and purest models in language should be constantly presented, for conversation and the written work are unconscious reproductions of what has been read. The style of every writer and indeed of every human being, illiterate or cultivated, is a composite reminiscence of all that he has read or heard. Of the sources of his vocabulary he is for the most part as unaware as he is of the moment he ate the food that made his thumb nail. The child mind gathers into itself words it has heard and they lurk there ready to come out when the key that releases the spring is touched. The way to write good English is to read it and to read it. The child will then unconsciously use good English. He is the servant of his word experience. "Whoever makes a sentence of words utters not his wisdom, but the wisdom of the race whose life is in the words, though they have never been so grouped before."

Children should be encouraged to read for the pure delight of it, and the attitude of the child toward books should be that of unconscious receptivity.

I think little more need be said to call to mind the sacredness of the Primary Language teacher's duty in choosing well the poems and stories that she presents to her children. What opportunities do they present for moral lessons? The impressions thus made never die, but become deeper and broader with life's experiences. It has been aptly said, "The Catholic teacher in the parochial school must ever keep before his mind that the teaching of religion is the compelling and paramount reason for the existence of our costly and magnificent separate system of education. The primacy of religious training arises from the fact that man is composed to body and soul, and not only the mind but the heart, the conscience and the will, must be educated." Let us, therefore, do our duty well,



Waiting For the School Doors To Open

we, who as Primary teachers, give the first literary impressions to the minds of the future men and women.

#### LANGUAGE IN THE INTERMEDIATE GRADES.

By An Ursuline Nun.

As to the best means of teaching language in the Fifth and Sixth grades, hardly two authorities agree. The problem is a difficult one to solve, as many of the text books and published works point out but one avenue of approach, making no attempt to show other roads just as desirable.

Why was language invented? Because of the need to express thoughts and emotions, and to preserve records for convenient reference. This being admitted, it follows that the first step in teaching language in any grade is to arouse thoughts and to inspire emotions such as will stimulate the heart and force the child to ask questions, or utter exclamations, statements or commands.

#### Child's Ability on Entering Fifth Grade.

Just as the third year complements the second year, the fifth year complements the fourth year; therefore, when a child enters the Fourth grade, he is supposed to have a fair knowledge of the paragraph idea, of the singular and plural forms of nouns and pronouns. He is able to write a little letter or composition suggested by stories, poems, pictures or a lesson in geography. His vocabulary, however, is very limited. Every day brings him new experiences which demand expression; his thoughts are stirred up, he knows it but he can't say it. The teacher's part is to lead him to find words to express what he thinks and feels in forms clear and true, first orally, second, written.

Imitation, correction, copying, dictation, story-telling, supplying ellipses. As in every department of teaching, begin with the known and proceed to the related unknown. Help him to find synonyms for words he is inclined to repeat. Help him to be accurate in his expression. If, for example, he wishes to refer to an object as being odd, don't let him use "funny." Help him to distinguish between think and guess, real and very, teach and learn, etc. The supplying of ellipses is good practice, especially in learning the proper word and correct for most words to be used.

#### What Ought to be Taught in the Fifth Grade.

(a) **Paragraph.** The real language work of this grade is the organization of thought—the completion of the paragraph idea. In other words, when the pupil has completed the Fifth grade, he should be able to consider any subject or topic—in keeping with his grade—in its different phases, and to think each phase through. His thoughts are being organized because he is organizing his images, and the paragraph idea is worked into a unity suggesting the idea of plot.

(b) **Mechanics of the Paragraph.** The mechanical part should be taught, too. The child should know how to handle the paragraph, the paragraph line; also the punctuation of quotations, direct and indirect. In fact all the forms of punctuation should be at his command.

(c) **Similes and Metaphors.** I think it advisable to familiarize children of the Fifth and Sixth grades with the use of picturesque terms. Easy similes and metaphors might be woven into their composition, because such language appeals to their imagination and tends to fill their minds with pleasant images.

**Illustration**—Instead of telling the child to write a composition about Spring, tell him to write about Mother Earth's Spring Carpet. Her white rugs are worn out and her floor is bare. Where will she get her new carpet? What is her favorite color? Who will make her designs and what shall they be?

(d) **Oral Reproduction**—Is another fruitful exercise for the Fifth and Sixth grades, as it gives the teacher ample opportunity to correct the grammatical errors common among the pupils.

**Methods**—Let the child tell the incident that the selection contains, the teacher helping by timely suggestion or question when he hesitates as to what comes next. When pupils are inclined to adhere rigidly to the words of the text, try to secure freedom of speech, but, if they are inclined to use too much freedom, introducing slang, or any less desirable forms than those in the original, encourage a closer adherence to the words of the text. Historical sketches, biographies and journeys, are a valuable line of topics for oral reproduction.

(e) **Memorizing Selections.** To have the different pupils of the class recite some beautiful selection, so that the poem or gem may be learned by all, and then written

from memory, is an excellent exercise, both in oral and written language.

(f) **Oral Drills.** There should be daily oral exercises for the correction of certain grammatical errors—so prevalent among the pupils of these grades—and to counteract the vulgar forms of expression heard upon the playgrounds, in the streets and in many of their homes. It is oral repetition alone that will insure the habit of using the correct forms and constructions in speaking. Rules merely help by making the correct use intelligent. Every teacher of the grammar grades knows that immediately after the pupil gives her the rule for the agreement of a verb with its subject, he will do the opposite and say—for example: "The children was there." A child will tell you never to use an auxiliary with the past tense, and in the same moment say: "My hands are frozen."

How shall the teacher counteract the effects of informal lessons in language, given daily upon the playgrounds, in the streets, or at home? The gay posters, the novel slang, the English vulgarisms, make a deeper impression upon his mind than the dry rule of Syntax. The natural corrective is to make school more attractive than the street, and to build up such a taste for better things as will overcome the corruption of bad example. One very effective method is to read and tell the children many attractive stories which are direct and forcible enough to remain as a model.

#### Repetition, Composition, Letter Writing.

As oral repetition is the best means of insuring correct speech, so nothing but repeated correct writing of words and sentences will insure the use of correct written forms; hence the teacher ought to give a generous number of exercises that embody or require repeated use of the form to be studied.

Composition should receive its full time in the Sixth grade. To write a good composition, the child must find pleasure in writing, must desire to tell or describe what he, personally, knows or feels. Children of this age like to write fictitious stories in which they dispose of certain characters according to choice. Such exercises help the teacher to learn the moral tendencies of the child and to bring out his nobler traits of character.

Letter writing is an exercise always enjoyed by children. Even those who do not like to write compositions properly so called will, with a few suggestions, write a fair composition in letter form. The good letter writer, like the good talker, always has something to say. The proper form of dating, addressing, subscribing, folding and directing letters should be taught as early as possible; afterwards, attention should be given to the body.

The time given daily to language proper, in the Fifth and Sixth grades, depends largely upon the time at the teacher's disposal and the number of pupils in these grades.

With language, as with penmanship, many of the unsatisfactory results are due to the separation of language as a study from the other branches of the school curriculum. Every new fact the child learns calls for appropriate language, in which to express it, consequently, when the teacher is supplying the right words and sentences to express the new thought or emotion, she is giving a lesson in oral language, as well as adding to the child's store of information in the line that school routine calls for, and when these new expressions are written, it becomes a lesson in written language.

#### Technical Grammar.

If we distinguish between language and grammar, by stating that technical grammar is a test by which the accuracy or inaccuracy of language is gauged, how much technical grammar should a pupil who has completed the Fifth grade know? According to the "State Manual Course of Study," the children should be able to name and define the parts of speech and to exemplify them in sentences—their nature should be clearly evolved before their definitions are given to the pupils. On completing the Sixth grade they are required to have a general knowledge of subject and predicate, of the different classes of nouns and pronouns, of verb phrases, of incomplete verbs and of regular and irregular verbs. If the text-book, "Language Lessons From Literature," by Webster-Cooley, has furnished ideals of expression, and has made the child feel that good literature dignifies his life and his language, and, if it has prepared him to attempt the more formal side of grammar, then we have a good text-book in use.

#### Correction of Written Work.

The value of language lessons, so far as accuracy is



concerned, depends largely upon the manner of correction. If the incorrect language of the pupil is left uncorrected, the errors are impressed upon their youthful minds and the use of false syntax becomes a habit. To the fifth grade teacher who has a class of fifty pupils, the "How" is a vital question. Exercises in which the pupils are supposed to have the same forms of expression, the correction may be made by the pupils themselves, as the exercise is repeated by the teacher or placed upon the blackboard. In exercises in which the language of each pupil differs, the correction of errors should be made by the direct assistance of the teacher. Some corrections may be made at the time of writing, the teacher passing among the pupils and pointing out errors; but the most of the corrections must be made after the papers are collected. In order to lessen the difficulty of finding time to correct so many papers,

let the teacher give short exercises and let her have in view the correction of certain mistakes. A good composition, worth the time the teacher gives to the correcting, should be given at least once a month. Another good way is to send two or three pupils to the board and have each child write about a paragraph of his written exercise. Call the attention of the entire class to the correction you make in each, frequently asking the children for assistance. Then after exchanging papers, they may correct the mistakes of one another. During the day other paragraphs may be written on the board and corrected by different pupils of the class, the pupils using a given key in this case, and submitting the final correction to the teacher. The skillful teacher will find other devices for the correction of written exercises and will impress upon the minds of her pupils the importance of rewriting the corrected compositions.

## Attention To Spelling In Our Grammar Grades

By Sister Marie Josephine, S. N. D., Ohio.

Spelling has been aptly called "the Banquo's Ghost of the Pedagogical banquet." The dread specter rises above all exorcisms, and haunts each educational assembly. But the question of spelling is insistent, because important, as there is no test of literacy or illiteracy, quite so rigidly applied, as the ability to spell. "Solecisms of speech are made in the rostrum, in the pulpit, in the press, and are pardoned or unnoticed, but let a man commit himself in writing, and unless he can spell, or blame his misspelled words on the typewriter, he has fatally blundered." It is not our purpose to enter into a discussion on the subject of spelling, with journalists whose bullets are whizzing about in all directions, or with that much dreaded critic, the business man, who is scowling over his glasses at his typewriter, as he berates the poor spelling taught in the grammar school, for we must needs face the battle nearer home, and try to apply a remedy.

The college censures the high school and its fads, as blameworthy for the low per cent on its record of orthography, whilst the righteous high school shifts the responsibility on the grammar school, where, it presumes, our arbitrary, irregular English, with all its chronic difficulties, should have been mastered perfectly. The united faculties agree, at least, on one point, that had the foundation been well laid in the primary school, and best methods employed, excellent results in spelling would have followed. The primary teacher often considers this charge unjust, for many of her difficulties, she claims, lie in the illiterate ancestral line of her pupils, who are legitimately bad spellers. Their forefathers, if taught at all, were under the tutelage of the old pedagogue, who knew nothing of methods in teaching spelling, and so, have left as a heritage, a generation of poor spellers.

But, may not the curriculum, with its many demands in one short school year, justly be accused of leaving but little time for orthography? No, for even a curriculum beneath its weight of subjects to be taught, can uphold its rights, as it proclaims that every class should be a "Spelling Class," and every book a "Spelling Book," whilst realizing that to obtrude the spelling of a word when a class is deeply interested in some experiment, illustration or description is to attempt the right thing at the wrong time.

### Is Spelling Taught in Your School?

One of our school journals boldly asserts that, generally speaking, spelling is not taught at all; that the only thing done is to test on words, and adds, "testing is not teaching." Let us, from the very outset of our consideration on how to improve spelling in the grammar grades, remember that power in spelling is, as in all branches, in exact proportion to the number of year given to its study. Business men generally find a marked difference in the spelling of a boy who has left school from grade six and one who has completed the eighth grade.

What is spelling? Spelling is making the forms of words correctly; it is writing correctly. Oral spelling is a description of the word. In learning to spell, the association is made through the ear, as the visual or pictorial memory is stronger in most people than the verbal. The training of the eye should, by careful observation of the form of words, be encouraged in every possible way. Di-

versity of exercises is an essential element of all successful teaching. The person who spells well is simply one who carries in his memory a good visual impression of the picture of the word as it appears in writing or print. As the eye is the chief agent in learning to spell, it is ill-advised to place incorrect forms before the child, as he is more likely to remember them than the correct ones. The practice of allowing each pupil to correct the papers of another is questionable. The child should have nothing to unlearn. One of the secrets of success in spelling is to let him make as few mistakes as possible.

As the correct forms of words are being constantly brought before the eye in reading, this becomes one of the most valuable of all means as an aid in promoting improvement in spelling. An intelligent, observant reader can scarcely fail to be a good speller, under the guidance of a teacher who uses the means to cultivate observation, and to draw attention to the difficult forms met with, by writing them upon the blackboard, and having them spelled orally.

Appeal to the ear, by oral spelling, although of secondary importance, is distinctly helpful. Its chief value, next to the nerve and spirit of emulation it arouses, is the drill it affords in clear enunciation and correct pronunciation. Then, too, many matters connected with spelling are best taught by set or formal lessons, arranged for the purpose. They should be planned with an eye to the wants of the children for whom they are intended. Generally speaking, they should serve one or more of such purposes as the following:

#### Some General Directions.

(a) The review and extension of what has been learned in other ways, so as to systematize the work and add anything that may be helpful.

(b) The teaching of some of the more necessary "spelling rules," with such exceptions as are of frequent use.

(c) Such grouping of words as may assist the child in overcoming difficulties connected with them.

(d) The fixing of anomalous forms and of any words which experience shows the children are particularly liable to misspell, by contrast, or any other method which the teacher can devise.

Nor are we to ignore the old-fashioned "Spelling Bees," for, when properly conducted, they stimulate emulation and effort, and that desire for success, which can be obtained only by constant preparation.

The child, when learning to spell, must not be hurried; work which is scammed over is sure to be disappointing. Thoroughness and steady, intelligent effort are the great elements of success. Excellent spelling is done when there is a combination of column and sentence method, but the practice of teaching spelling from a list of unrelated words has been condemned. The meaning of the word should be given, not necessarily in set definitions, but in suitable explanations, so that each word may be to the child the sign of an idea. Emphasize the use of the apostrophe in contractions. Rules for the use of plurals, possessives and the hyphen are important factors in the correct use and writing of words.

Avoid dreary spelling drills. Although repetition is a great element of success, no general law can be laid down stating the number of times it is necessary for the pupil

to study the lesson. The practice of directing the child to write, for example, the same word fifty times, produces a crop of careless habits and should be relegated to the past. It is also a mistake to tell him to study the spelling "fifty times over." Direct him from the beginning to observe each word carefully, and to fix its form in his mind in the shortest possible time, not the longest. Let him decide which word demands the greatest effort in mastery and apply himself to learning it.

The "New Champion Spelling Book," in its well-defined method, emphatically insists on the intensive teaching of two new words each day. Whilst this plan offers a good suggestion for the primary grades, we propose five new words in the grammar grades.

In planning the spelling lesson, choose the useful words required in daily life and emphasize the most useful. Grade all exercises with reference to the natural growth of the child's vocabulary. The method of classifying difficult words is commendable. Prepare a list of words in which there is:

#### Words on Which Pupils Fail.

(1) A tendency to omit letters! as in beginning, occasion, disappoint.

(2) A tendency to insert letters not required; as in truly, trespass, skilful.

(3) A tendency to mistake vowels; as in grammar, separate, governor.

(4) Words in which EI and IE occur present difficulties but too familiar to the teacher. A little rule in rhyme may be helpful:

"When E and I, or I and E  
Are sounded like the E in me,  
After all consonants but C  
The I must go before the E."

From time to time explain the principal prefixes and suffixes, for many words are liable to be confounded from similarity of sound; as, except, accept; illicit, elicit; fisher, fissure; assistants, assistance; legible, dispensable, and a well known number of others.

Our language is too irregular in notation, for spelling rules to be of much value as a means of teaching spelling. There are, however, a few fairly uniform sequences of letters and modes of changes in forming inflexions and derivations, which, when known, assist the recollection of forms and give greater certainty in spelling words belonging to these groups. Some rules may be learned inductively by placing a number of words analogous in form upon the blackboard and having them examined until the pupil is able to discover the rule for himself.

Homonyms are generally presented in the spelling book in juxtaposition. For instance, the child is told in one breath that g-r-e-a-t means big, g-r-a-t-e means a fireplace. As he looks from one to the other his mental image is indistinct. Much confusion will be avoided by teaching one of a pair at a time.

Transcription, not unfrequently called "busy work," may be employed as a most useful means of teaching spelling. It trains the eye to the correct forms of words, cultivates accuracy and accustoms the pupil not only to correct spelling, but to an appreciation of good English, which, year by year, will enlarge his expressive vocabulary and develop into unconscious imitation. All the passages to be transcribed should be selected for their subject matter, beauty of style or their utility in the curriculum.

It is evident that if the exercises in transcription are to serve their purpose, they must be thoroughly supervised, mistakes in spelling must be marked by the teacher and corrected by the pupil, or the work, instead of being beneficial, will soon become mischievous. Transcription, properly performed, is not an easy exercise. A child needs considerable practice before he can copy a fairly long piece without error.

Many teachers agree that dictation, as a method of teaching spelling, is of the greatest value, but to insure its success, the child should learn the word-forms before he is required to write them. Much of the value and efficacy of the dictation lesson depends upon the correction of mistakes. To merely mark and count errors, without doing anything to insure their correction, is a great loss of time to teacher and pupil. Words in which mistakes have been made should be written correctly a sufficient number of times to fix, as far as possible, the right spelling in the mind. The teacher should further test the

words by oral spelling and aid the memory by any hint, device, comparison or short rule that may be of use. The blunders made in the dictation exercise are not all equally reprehensible; they may arise from various causes, such as hurry, defective hearing, confusion or nervousness. Each error, however, may be considered as a sign-post, guiding the direction of teaching, for errors indicate the individual wants of the pupils.

#### The Matter of Syllabication.

Careful attention should be given to syllabication. The necessity of dividing a word at the end of a line is so common that it is necessary, not only from a standpoint of pronunciation, but for the correct writing of the word, that the pupils understand thoroughly the separation of words. If the pupil can pronounce the word correctly, he can, ordinarily, divide it into syllables. If two consonants occur between two vowels, one goes with each vowel. When only one consonant occurs between two vowels, the consonant goes with the second vowel. If these rules are understood by the pupil they will aid, not only in syllabication, but also in pronunciation.

Doubtless some errors in spelling are due to faulty articulation on the part of the teacher, defective hearing on the part of the listener, or to a lack of familiarity with the phonetic sounds of the language. For example, the words arctic, government, nominative, February, library, are pronounced and written artic, goverment, nomative, February, libary; whilst such words as separate, deceive, perceive, are imperfectly spelled for want of close observation, or because some of the simple rules of spelling have not been memorized.

Presuming that the child is familiar with the sound value of the diacritical marks, he will still have to be carefully guided in the use of the dictionary, if it is to attain its end. Take, for example, the word "ferment" as defined by Webster. "Ferment" means to cause fermentation, to set in motion, to excite by internal emotion. A pupil when required to produce a sentence will, very likely, give something like this: "The motorman could not ferment the car"; or, "It is best to ferment water in a gas stove, in summer." What a child do with such a definition? Nothing but blunder.

Our endeavors as practical educators should be not to change spelling or spellings, but to discover and use the best methods and devices for teaching words as they are, according to the usage of the best, which is to be found in the standard dictionaries. When we see changes to simple forms well on the way, we have the right, when the dictionaries say so, to help along the progress to those shorter and simpler forms.

May our Catholic schools be second to none in the standard of culture. Although many subjects enter into the course of a child's education, the essential branch is language, the mainstay of culture, especially written language, which is spelling.

#### FRIDAY AFTERNOON EXERCISES.

Friday afternoon exercises besides contributing to this interest and brightness of school life, may be made the means of supplementing in many directions the training afforded by the regular work of the school. Well selected readings by the teacher and the speaking of pieces by the children are most effective for instilling moral principles, awakening new interests, and adding to the pupils' fund of information. A teacher who makes it a point to turn these Friday afternoon exercises to greatest educational value and interest for the pupils, write as follows:

"I ask the children to be on the lookout for any interesting little items, stories, songs, poems or jokes which they think we would be glad to hear. During the fun period of Friday afternoon, the children are called upon to contribute their items while the others in the class listen attentively. When the story is told or the poem is recited, the other children are ready to criticize both the good and the bad points. We have been doing this work for some time and my fourth-grade children are becoming expert critics. They criticize the too frequent use of the word *and*, the careless omission of the suffix *ing* and the uninteresting manner in which some of the children tell their stories. They are also becoming skilful in their readiness to tell the point of a story. Of course, the work in such a grade is only done in a small way and yet we accomplish considerable through these Friday afternoon ventures."

## Drawing In The Schools

The aim of drawing in the schools is to teach the pupil to draw easily, quickly, and with a fair degree of accuracy, that which he sees, thinks and imagines. We aim at these believing that thorough work along these lines will lead the pupil to higher levels than he would reach if the aim was less practical and more esthetic.

The materials used are a lead pencil, rubber eraser, grades are divided into (1) problem work (2) copy work (3) object drawing.

The primary aim in the problem is to develop independent thought and teach the principle.

The principle and method are united in object drawing, and the outcome is power to do.

The materials used are a lead pencil, rubber eraser, paper, and water colors. The drawing is co-ordinated with other branches whenever practical. Water colors are used in all of the grades.

The work is continued in the high school together with constructive and decorative drawing.

The above outline will be understood with perhaps the exception of the problem work. As said before, the primary aim of this work is to develop independent thought and teach the principle. This is done by thoroughly analyzing and systematically drawing the three type forms—the cube, the cylinder, and the triangular prism. This is not done in a dry, tedious way, but by means of simple problems coupled with interesting devices, full of life and action that appeal to the child and lead him to love drawing.

Under the cube the box is the first model used. This is analyzed and drawn in all positions in which vertical, horizontal and horizontal receding lines can be used. Next, four cubes are employed and drawn in various relations to each other; lastly, a single cube is cut in all sorts of shapes, never going, however, outside of the three kinds of lines mentioned above.

The outcome of this work is such applications as are given in the following problems in which independent thought, the principle and the method are combined.

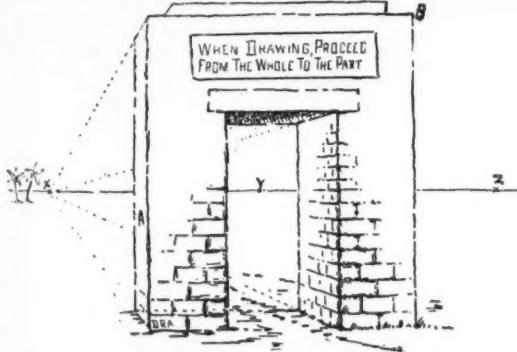


Figure 1 is a stone arch drawn at the right of the eye. It is drawn as follows: (1) Draw with light lines the front face of the arch. (2) Choose the center of vision. (3) From each corner of the arch draw a receding line to the center of vision. (4) Choose the thickness of the arch and draw the lines that represent the further face. (5) Finish.

The following problems may be drawn from Fig. 1:

Problem 1.—Copy Figure 1.

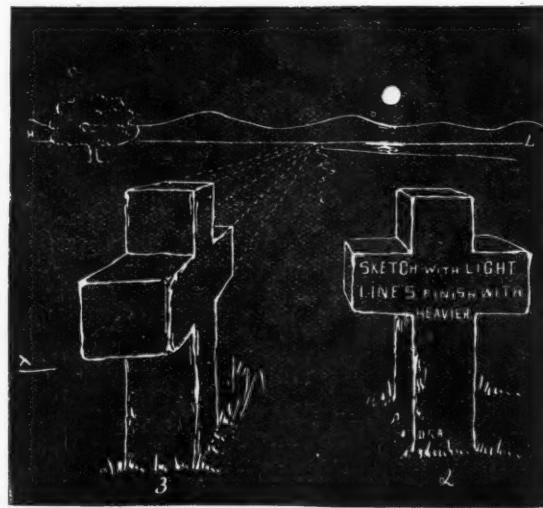
Problem 2.—Draw the arch with the center of vision at Y.

Problem 3.—Draw the arch with the center of vision at Z. Draw the sign over the door so that it sets into the face of the arch.

Problem 4.—Draw the arch at the left of the eye with the face marked a toward you.

Problem 5.—Draw the arch at the right of the eye with the face marked a toward you.

Figure 2 is a cross drawn below and at the right of the eye with the arms horizontal. Figure 3 is a cross drawn below and at the left of the eye with the arms horizontal receding. These crosses may be made the basis of such problems as the following:



Problem 6.—Copy Figure 2.

Problem 7.—Draw Figure 2 below and at the left of the eye.

Problem 8.—Draw Figure 2 below the eye.

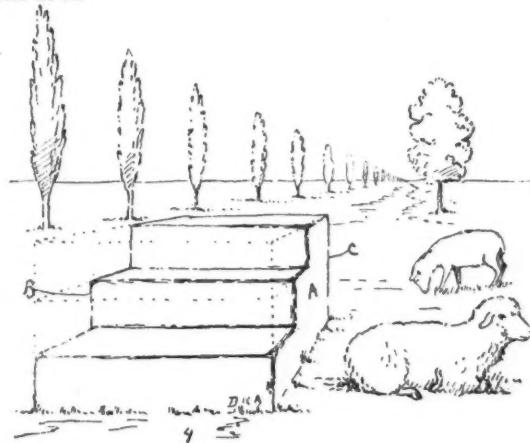
Problem 9.—Draw Figure 2 lying on the ground resting on its back face.

Problem 10.—Draw Figure 2 with the horizontal line HL at X.

Problem 11.—Draw Figure 3 below and at the right of the eye.

Problem 12.—Draw Figure 3 below the eye.

Problem 13.—Draw Figure 3 with the horizontal line HL at X.



Problem 14—Copy Figure 4.

Problem 15.—Draw Figure 4 below and at the right of the eye.

Problem 16.—Draw Figure 4 with the left face toward you.

Problem 17—Draw Figure 4 with the right face toward you.

Problem 18.—Draw the row of poplar trees at the

right of the eye.

These and many other problems may be drawn from these figures. Any number of objects may be introduced, such as birds, animals, landscapes, in truth almost any feature that you may wish to impart to your pupils.

The problems are suitable for the fifth grade and upward.

## The Assignment of Lessons

By Supt. J. P. Neff, Virginia.

Every lesson is constituted of three elements: the assignment, the study and the recitation. Of these, so far as the teacher's duty is concerned, the assignment is the most important; relative to the pupil, the study of the lesson is the most important. The study will be productive of the best and most lasting results when the assignment is adequate and proper. The character of the recitation depends largely upon the manner in which the other two elements—assignment and study—have been treated.

Intelligent interest, conserved energy, zealous effort and other results of a satisfactory nature attend the study and the recitation of a lesson that has been properly assigned. The child should become interested in the lesson when it is assigned, not when he recites it. And yet how many times teachers try to awaken interest at the time of recitation, after the pupils have pulled themselves through the drudgery of studying a misunderstood lesson! The best teaching ability is displayed in the skill and judgment employed in assigning a lesson. I shall learn much more of a teacher's ability by hearing her assign a new lesson than by hearing her teach the one already studied; by observing her pupils study, than by hearing them recite. Almost any one can test the pupils' acquired knowledge and put him through a course of thought questions; but the teacher's good judgment, tact, knowledge of the subject and of her class, her personality and leadership are nowhere more evident than in assignment.

### When to Assign the Lesson.

The lesson should generally be assigned at the beginning of the period. It implies confidence in the pupils. It means: you have prepared your lesson for the day. And why should they not have done so if the teacher has made a just assignment with sufficient aid? If the assignment is postponed until the latter end of the period, it will generally be omitted, in any worthy sense for lack of time. Why wait until the end? Has the task assigned been too long or too hard? Are the lessons generally too hard to be mastered? Or does it frequently occur that pupils waste an evening's study in puzzling over difficulties that should have been previously cleared up; and so the teacher must wait, before assigning, to see what has been done? A patron calls at my office to apologize for his children not knowing their lessons. The excuse which he offers is that there is no one at home to help them with their lessons. My answer is that this should not be a valid excuse; for the teacher should be so well acquainted with the lessons assigned and with the ability of the pupils that she will make the assignment so definite, the points of special difficulty so plain, and the methods of procedure so clear that the pupil will need no help at home.

Another patron says his children have no lessons to study at home. Is this because the teacher has done too much work for the pupils or because the lesson is so short that it can be learned at school? Experience generally attests that pupils who report that they have nothing to study at home are doing unsatisfactory work at school. There is much study that these pupils should do at home. My belief is that where one teacher over-stresses assignment, ninety-nine undervalue its importance; practice so indicates, whatever the mental attitude may be. This last statement must be confined, of course, to grammar and high school teachers, for the nature of primary work is such that all primary teachers who succeed in any respectable degree, give considerable time and attention to the assignment. Whenever much help at home is necessary, it is evidence that we are still suffering from a lack of vital instruction and that the recitation still steals valuable time from the assignment.

### Instruction for Development.

Herbart contended for what he called educative instruction. By this he meant not simply instruction for knowl-

edge, but also for development. The German schools today confine themselves largely to instruction. They study little or none at home. The German children apply themselves but little to individual study of books as compared with our children. Froebel's philosophy advocated self-activity as the only true education. The American schools leave too much for the children to do that is hazy, obscure and uncertain. The golden mean lies between the German method of replete instruction and the American, which gives little or no aid. The German teacher carefully instructs the pupils on every phase and detail of the new lesson, the American teacher too often only announces the next chapter, or the next three pages, or over to section ten.

No teacher would intentionally or knowingly assign tasks that require daily assistance on the outside, nor would any teacher do so much for the pupils on the new lesson as to leave little or nothing for them to do. Under normal conditions, parents should not be under the necessity of aiding or instructing their children. However, it is their duty to see that their children observe a reasonable time for quiet and faithful study.

The pupils should have some hard tasks; they should be required to put forth persevering and prolonged effort; they must not be deprived of the pleasure of victory over difficulties; they must have the experience of attacking severe problems and complicated situations. There are duties which no teacher should do for them. At the point where the help of the teacher should stop and the self-effort of the pupil begin, the skill and judgment of the wise teacher is tested. Sometimes teachers, in the confusion of the hurried moment and in the same breath in which they dismiss a class, simply say, "Take the next two pages or the next ten examples, and the pupils go to their seats or to their homes to worry and become discouraged. A few words of wise direction would enable them to study with interest, pleasure, intelligence and profit. Many hours are wasted by pupils in aimless study because the ends to be reached are not clearly set before them.

### Elements of Lesson Assignment.

The following elements of lesson assignment may be considered:

1. Indication of the relation of the new lesson to previous lessons.
2. Creation of interest for the lesson by establishing some end, immediate or remote, or appealing to curiosity.
3. Emphasis of essentials and the clarification of special difficulties.
4. Pointing out the methods of procedure.
5. Necessary hints.
6. Training in the art of study.

In brief, the pupils should know exactly what is expected of them and how to proceed to accomplish their tasks.

The following points are worthy of consideration in the assignment of lessons: The ability and advancement of the class; the available time for study; and the nature of the lesson. Frequent assignment of lessons beyond the ability of the class is sure to break the spirit of the pupils. When the lesson is too long, the difficulties too great, or the method of procedure obscure to the pupil, the hours spent in study will be worse than wasted. To fruitless effort is added discouragement and nervous waste. Moreover, the pupil comes to doubt his ability to perform tasks that are reasonably within his ability.

The skilful assignment of a lesson saves time, conserves energy, encourages the pupils, trains them in the art of study and leads the way to higher and better results.

The amount of time that should be devoted to the as-  
Continued on page 160)

## Short Stories For Reproduction

The Teacher May Read These Stories to the Class and Have Pupils Re-tell Same in Their Own Language, Orally or in Writing.

### A STORY OF ST. ANTONINUS.

St. Antoninus, Archbishop of Florence, was the first prior of the celebrated Convent of San Marco, of which he may be said to have been founder; for he personally superintended its building, and at his request Fra Angelico adorned its walls with the now world famous frescoes. In St. Dominic's church in London there is a figure of St. Antoninus with a pair of scales in his hands. The story is that one day when some one arrived at the convent with needed food, for which the saint returned a hearty *Deo gratias!*—"Thanks be to God for the same!"—the donor, having expected to receive some more material reward, retired grumbling. St. Antoninus, calling him back, wrote the words *Deo gratias* on a piece of paper, and placing a gift in one of the scales, and in the other the paper on which *Deo gratias* was written, it was found that the latter outweighed the former.

### THE SIGN OF THE CROSS.

The day of the famous battle of Bull Run, during the Civil War, General Smith with his division arrived too late to know the pass-word. Foreseeing that if he advanced he would be exposed to the fire of his own party, he asked if any man was willing to sacrifice his life.

A youth left the ranks.

"You will be killed."

"Yes, general."

Therefore Smith wrote on a bit of paper:

"Send me the pass-word."

"GENERAL SMITH."

He then gave the note to the soldier, saying to himself at the same time. "Should this messenger be killed they will find this paper upon him."

Having reached the outposts the young soldier was challenged:

"Who goes there?"

"A friend."

"Give the sign."

He advanced in silence, all the guns being pointed at him. Quickly he makes the Sign of the Cross and lifts his hand to heaven.

Instantly the guns were raised!

The sign of the Catholic soldier, recommending himself to God, was the sign that the Catholic General Beauregard had given in the morning to his army.

Here is another proof that the Sign of the Cross is protecting.—Exchange.

### HE WAS CONFIRMED.

A little Chinese boy only ten years of age went to the bishop and begged for confirmation, for which he had been considered too young. The Bishop hesitated. The eagerness of the child touched him, but he was so young! The boy continued to supplicate for the sacrament.

"But after you are confirmed, if the mandarin puts you in prison and questions you about your faith," said the prelate, "what will you answer him?"

"Monseigneur, I will tell him that I am a Christian by the grace of God."

"And if he commands you to deny your faith, what will you do?"

"I shall answer: 'Never!'"

"And if he should say that you must not go to church, nor keep holy the Sundays and festivals of obligation?"

"I shall tell him that I must first of all obey the commandments."

"And suppose that in the end he will call the executioner and will say to you: 'Unless you apostatize these men shall cut off your head.' What will you say then?"

"I will say: 'Cut it off!'"  
The little hero was confirmed.

### FATHER LACORDAIRE'S ANSWER.

The illustrious Father Lacordaire was dining one day at a hotel in a provincial city. Not far from him sat a commercial traveler, a self-satisfied person who was entirely lacking in the reserve characteristic of culture. It was Friday, a fast day, and the talkative man found the occasion a good one to show the public how superior he was to anything that could be termed old prejudices. After several sarcastic remarks, more or less witty, against fasts, superstitions, and so on, noticing that the priest partook of the scanty fare without a word, he seemed to be annoyed at the slight effect produced by his remarks. Finally he addressed the reverend gentleman as he passed an omelette, the greater part of which he had himself appropriated.

"It is a first principle with me, sir," he said, "to believe nothing I can't understand. Isn't that right?"

"Sir," answered Father Lacordaire courteously, helping himself to the remains of the omelette, "do you understand how heat, which melts iron and lead, hardened these eggs?"

"Upon my word, I don't," said the commercial traveler, quite taken aback by the unexpected question.

"Neither do I," observed the priest pleasantly. "But I am glad to see that your lack of comprehension does not prevent you from believing in omelettes."

### A STORY OF ST. FRANCIS.

St. Francis was once passing through Assisi and was urged to dine with a young army officer, a devout soul who had a great affection for the saint. As he sat down at the table, the Poor Man of Assisi made his customary mental prayer, during which it was revealed to him that his host was soon to die. He therefore drew him aside and besought him to make his confession, since God had given him this golden opportunity of grace in reward for his hospitality toward Christ's poor.

Believing, the pious youth made full confession, and said his penance, sitting down to table with a gentle smile upon his face. Scarce had he served his guest before, with a cry, "My heart!" he laid his hand upon his side, pronounced the Holy Name and died, St. Francis blessing him as he expired.

A beautiful fresco of the scene was painted by the great master Giotto, and shines today in undimmed liveliness upon the walls of the church of St. Francis at Assisi.

### THE ANGELUS BIRD.

In the forests of Guiana and Paraguay it is not uncommon to meet with a bird whose music greatly resembles that of an Angelus bell when heard from a distance. The Spaniards call this singular bird the bell-ringer, though it might be still more appropriately designated the Angelus bird; for like the Angelus bell, it is heard three times a day—morning, noon and night. Its song, which defies all description, consists of sounds like the strokes of a bell, succeeding one another every two or three minutes, so clearly and in so resonant a manner

that the listener, if a stranger, imagines himself to be in the vicinity of a chapel. But it turns out that the forest is the chapel, and the bird a bell.

The beauty of the bell-ringer is equal to his talents; he is as large as a jay and as white as snow, besides being graceful in form and swift in motion. But the most curious ornament of this bird is the tuft of black, arched feathers on his head; it is of conical shape and about four inches in length.

#### WHAT A BOY CAN DO.

One day a merchant said to a little boy who was doing work about the store: "You will never amount to much; you are too small."

The little fellow looked up from the work he was doing and said: "Small as I am, I can do something no one else about this place can do."

"Oh, what is that?" asked his employer.

"I don't know as I ought to tell you," he replied. But the employer being anxious to know, urged him to tell what he could do that no one else about the place was able to do.

"I can keep from swearing," said the little fellow. There was a blush on more than one face present and no anxiety for further information from the small boy.—Exchange.

#### KEEPING AT IT.

After a great snow storm a little fellow began to shovel a path through a large snow bank before his grandfather's door. He had nothing but a small shovel to work with.

"How do you expect to get through that drift?" asked a man, passing along.

"By keeping at it, sir," said the boy cheerfully, "that's how."

This is the secret of mastering every difficulty under the sun. If a hard task is before you, stick to it. Do not keep thinking how large or how hard it is, but go at it, and little by little it will grow smaller and smaller until it is done.

#### ASSIGNMENT OF LESSONS

(Continued from page 158)

Assignment varies with different subjects, with different lessons in the same subject, and with different stages of advancement in the school. Sometimes it will require almost the whole period of the recitation; other times, only a few words.

The recitation of the lesson is not of more importance than the assignment. To be expert at assignment is a better qualification than that of being skilful in conducting a recitation. In preparation of work for the next day, the question of the "what" and the "how" of the assignment should be as carefully considered as the methods and procedure to be followed in the hearing of the lesson.

The objection to help being given in assignment is made on the ground that the teacher sometimes does for the pupil what the pupil could have done for himself. Here is where the judgment of the teacher is at fault. In failing, on the other hand, to do the work in the assignment that should have been done, the teacher is compelled to do in the recitation what the pupil would have done for himself in the preparation, if only a little light had been thrown upon the method of attack.

There is a possibility of the teacher doing too much for the pupil in the assignment; but the consensus of opinion among educators is that the danger line is a long way in the distance.

#### SANCTIFYING THE DAY.

Some persons live their whole lives long without learning how to sanctify their daily actions by means of an intention formed every morning to perform their duties for God's sake. A prayer of intention should be included in school prayers at the opening each day, and children should also be advised to repeat the prayer when they arise in the morning so that they may acquire the habit. The Redemptorist Father, John Furniss, used to instruct people to express that good intention in these words: "My Jesus, I do all for love of Thee." He put it in rhyme this way:

"O, my God, to Thee I offer  
All that I should do this day,  
With what Jesus did, to please Thee,  
Thus I will each morning pray."

#### September Blackboard Calendar Designs



## SEPTEMBER PICTURE STUDY—

## “ASSUMPTION OF THE VIRGIN.” TITIAN.

During the past month the Church celebrated the great feast of the Blessed Virgin's Assumption—the taking up by God of her body into heaven. Because all Mary's glories arise from the fact that she has given birth to a divine person—to God, the church in this century seems



to lay special stress upon her prerogatives because they are witnesses to the fact that He who was born of her is God the Son—a truth which was never more disbelieved by the world at large than it is today. Because our Lord represented mankind he must have a body and soul unstained by sin. He derived his human nature from his mother, and therefore it was necessary that she too should be sinless. Because Mary was sinless she was not liable to death or corruption; but since her Son died, she also chose to die, and God permitted it, for she was the child of Adam. But He would not suffer that pure flesh to see corruption and decay since it had been the tabernacle of the Most High and the matter from which was formed the body of the Word. Hence after Mary's death He raised her body into heaven. You all know the story told by St. John of Damascus: how when the apostles went to the tomb to take one last look on Mary's face they found her not; only the tomb was filled with flowers, with roses white and red, and the angels told them how God had wondrously taken her to Himself. And so now Mary is in heaven, where she pleads for us, and for none more than for children, for she wishes above all things that they may be both holy and pure, so that hereafter they may join her in her heavenly glory.

## The Artist and His Picture.

In 1477—the year we all know by heart because during it Caxton's first book was printed in England—a very interesting boy was born up in the mountains of Cadore in Italy. This boy is said to have shown by the Madonna which he painted with juices of flowers on the walls of a house, what wonderful talent for art he possessed. He was the son of a well-to-do man named Vecellio, but we know him best by name Titian, which calls to mind at once exquisite coloring, graceful forms, delicate expression, richness of composition, and a semi-classical style.

Titian painted historic and religious subjects and also portraits; and as he lived to be nearly one hundred years old, painting up to the very last was unfailing steadiness of hand and keenness of intellect, he has left an immense amount of work to testify to his industry. One of his most famous pictures (probably the most famous) is the “Assumption of the Virgin.”

See all the cherubs of heaven hastening to bear up the risen Virgin! Could anything give a better idea of her etherealized, spiritualized character than these little hands bearing her aloft? Notice the rapt and adoring attitudes of the disciples left on earth, especially that of St. John, whom Jesus loved. We can always distinguish St. John from the rest by his beautiful and spiritual countenance, which seems to foretell the wonderful visions of his which are called “Revelation” in the bible.

John Ruskin, the eminent writer, artist and art critic, declares that “Titian's power culminated in the ‘Assumption,’ ‘Peter Martyr’ and ‘The Presentation of the Virgin.’”

## The Literature Class

## THE RELIGIOUS ELEMENT IN THE TEACHING OF LITERATURE.

By Brother Leo, F. S. C.—Oakland, Calif.

While it must be remembered that the teaching of Literature is in no sense a part of or a substitute for the teaching of religion, the Catholic teacher must realize that there is a distinctly religious element in the teaching of literature. Literature is a portrait of life; it reflects, portrays, interprets human nature in some of its most representative manifestations. And the fact of the religious element in the teaching of literature comes from the existence of a religious element in life itself.

Any view of human life that fails to take into account the religious element in the life of man is necessarily partial and inadequate and therefore misleading and in a sense untrue. The great books of the race deal not only with the natural man, but with the supernatural man as well. The proper study of mankind concerns itself not only with the man, but with the Christian. And when we go back to the great works of literature that appeared before the dawn of Christianity, we find the religious ideas and ideals of the times clearly and unmistakably reflected in the writings of the masters.

One test of genuine literature as distinguished from the false is the fidelity of the book to life. The literary artist who gives a false or an inadequate view of life may indeed flourish for a brief while, ‘an idle singer of an empty day’; but he can hope for no lasting fame, for no universal recognition. It is safe to say that Homer would not be Homer were the gods absent from the field of Troy.

The practical problem facing the teacher is to correlate the teaching of religion with the teaching of literature. This correlation is both incidental and essential.

Incidental correlation takes into account such matters as religious customs, practices, ritual and symbolism. In the works of literature studied, for example, there occurs a reference to excommunication by ‘bell, book and candle.’ Here is a fruitful field for incidental correlation. Let the teacher, in a few graphic words, explain the process of excommunication as an example of the great power for good consistently wielded by the popes in the vexing period of the middle ages when even crowned heads bowed in submission before the throne of the Fisherman.

English literature is full of references and allusions to the ritual and symbolism of the Catholic church, and the teacher finds here an excellent opportunity of bringing the pupils to perceive something of the splendor and beauty of even the externals of Catholic worship. The result of a careful explanation of the leading references and allusions will be for the students a better knowledge of the masterpiece studied and a fuller understanding of many things connected with the history and liturgy of the church.

The aim of essential correlation is to show the practical workings of religious ideals in literature and in life. Men and women in actual life are not mere passive slaves of heredity and environment, apes walking erect. They are under the domination of religious ideals of some sort or another, which ideals exert a powerful effect on conduct and life. The great writers in all times have taken cognizance of this fact. The students must be led to perceive that both in literature and in life religious motives are frequently effective when natural motives fail.

The right teaching of literature will bring home the realization that devotion to religious ideals is not something abnormal to man, but rather the perfection of true manhood and true womanhood.

As regards methods, the teacher must avoid the mistake made by some zealous souls whose zeal is not according to knowledge. The mistake consists in forcing the attention of the pupils to the religious element in life. The wiser and more effective way is to let the realization of the spiritual element in life and in books come grad-

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nally and naturally to the children. The authors of the books studied are the most potent masters, and we must to some extent stand aside and let them teach their great lessons for themselves. The teacher is a guide and an exemplar, not a preacher.

Where the class course of study allows the teacher a certain latitude in the selection of books to be read or studied, advantage may be taken of certain works with an especially strong religious tone. The lesson of Evangeline's brave and beautiful life is the lesson of Christian trustfulness and simplicity and love. In Francis Thompson's 'Hound of Heaven,' we have, in compelling poetic form, a soul-inspiring poem of the ever-pursuing love of God. Time and again have theories of 'Hamlet' been inflicted on a long-suffering world; but the key to the great drama is found in a conflict of religious ideals. Hamlet is torn between allegiance to the hammer of Thor and allegiance to the Cross of Christ. Then, there is 'The Imitation of Christ.' This wonderful little book is one of the great books of the world, not because it is written on a religious theme, but because it probes the deepest caverns of the human heart and shows unflinchingly the strength and weakness of our common humanity. It is for all time the most perfect example of the correlation of literature and religion.

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b. The poem is a masterpiece.  
c. To determine its meaning.  
d. There is a fair field for Catholic treatment. Tennyson drew from mediaeval tradition, from Catholic times, the material for his theme.

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a. The knight of mediaeval England.  
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Tennyson's expression of Christian chivalry. Symbolism, a subject dear to the Catholic heart.

The value set upon the symbols in the Idylls.—The sword "Excalibur," The three Queens; The three rays of "flame-color, vert, and azure;" Camelot; the Lady of the Lake; Arthur and his Knighthood; The Holy Grail—all have their respective symbolism.

The power Tennyson assigns to woman as revealed in the Idylls.

Each of the women characters has her distinguishing power. It is found in Guinevere, in Lynette, in Elaine, in Enid, in Percival's sister. Tennyson's portrayal of the nobility of man, man's seeking spiritual perfection typified, in Gareth, in Galahad, in Percival. His exaltation of the beauty of purity in an age when virtue was laughed at.

The Holy Grail, the central idea of the poem. The message of the poet in "The Passing of Arthur"—God must enter into man's work to make it beautiful.

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Catholic School Journal—Sept.

**A New Literature Text Book.**

There is always a temptation for a writer of literature textbooks to follow the old plan, giving gossipy details of the lives of authors—details which amuse and delight a club or parlor party, and win good opinions of the company as to the narrator's erudition. Yet this tendency should be checked if the textbook is to be serviceable for the study of literature in our high schools and academies. The literature itself is to be studied in the form of English classics with modern notes, and the supply of such is now ready on every hand. The textbook is for the purpose of recording briefly the history of our literature in its orderly development, with such characterizations of it as will inspire and direct the student of the literature itself. These general observations and characterizations should be free from bias. They need not be cold or indifferent.

Father Sheran's success lies in the fact that he has wrought upon the newer ideal. The recommendation of so many educational leaders of some years ago was so strong in its opposition to the "manual" idea, that the literature textbook was at first dwarfed to a mere "primer." This has not proved satisfactory. Surely a larger book might be prepared, which should be neither a mechanically written "primer," or a summary on the one hand, nor a "manual" on the other. Father Sheran has done this.

His is just the book that the teacher of literature is needing now for secondary work in educational institutions. The utility of the book as a practical class text for the student of English literature is manifest. There is a threefold value, in the human interest sustained by the charm of the biographical sketches; the well chosen list of chief works cited; and the paralleled estimates of various standard authorities, all attractively woven into the text by the skilled guiding hand of the author-teacher. The review of the literary work of John Henry Newman in which the author reinforces his opinion of the substance and style of that great man's writing, by quoting also at length from critics of note, is a case in point. Having followed the course mapped out in Father Sheran's book, no student can fail to acquire the finish, which is the sum total desideratum of all literature textbooks, in having read widely and with finest discernment. The purpose of the book to be Catholic in the great sense, in the absence of religious bias and in the removal of artificial and provincial barriers, raised by classifications according to creeds or nationalities, is most commendable. Beauty wherever found is recognized.

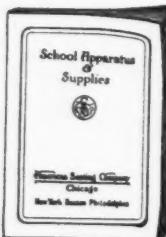
A specially valuable service performed by Father Sheran has been the collecting of writings by Catholic authors, heretofore slighted, who are deserving of a place in such a work. The collecting is not completed, of

course, and remains to be done from edition to edition; but the work accomplished in this line of endeavor is peculiarly valuable. The book contains an appendix, which will be found convenient and serviceable in the models used; but this is not intended to take the place of the readings and literature which are set forth in the various chapters, and which are adaptable to the circumstances of each class. ("A Text Book of English Literature for Catholic Schools," by Rev. William Henry Sheran, M.A., LL.B. Published by The American Book Co., New York and Chicago.

**New York's First Parish School.**

In an interesting account of the founding of New York's first parish school, in the Catholic World recently, Mr. Lucey, the author, quotes a document of much interest and importance as marking the mind of the legislature of New York state in older days. On March 21, 1806, that body answered a petition presented to it by Catholics, that they might be allowed to share in the money grant made to free schools of the city, by the following law:

"Be it enacted by the people of the State of New York represented in Senate and Assembly, that it shall be lawful for the mayor, aldermen and commonalty of the city of New York to pay to the trustees of the Roman Catholic congregation in the city of New York the like sum as was paid to



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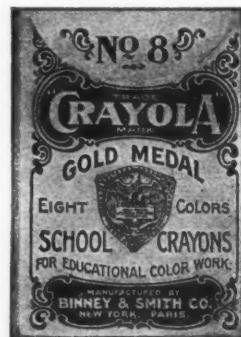
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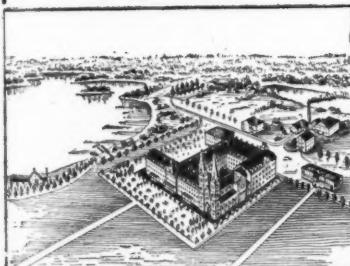
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the other congregations, respectively, by virtue of an act entitled, 'An act directing certain moneys to be applied to the use of free schools in the city of New York,' and the money paid to be applied according to the directions of such act, and the treasurer of this state is hereby directed to pay to the said mayor, aldermen and commonalty of the city of New York, the sum so paid by them, out of the unappropriated money arising from the duties on sales at auction in said city."

#### Favors Parochial Schools.

Attorney General James M. Swift of Massachusetts has rendered an interesting and perhaps far-reaching opinion to Dr. David Snedden of the state commission of education, upon a question raised in that city.

Practically the question in its simplest form is, "May children attending Catholic parochial schools be admitted, during school hours, to public schools as part-time pupils in some department?"

The attorney general replies in the affirmative. The question was raised by Rev. Dr. S. P. Dunphy, rector of St. Francis' church, Boston, requesting the privilege of sending pupils of St. Joseph's parochial school to the manual training sessions at Mark Hopkins school.

#### Ohio Teachers Meet.

The ninth annual meeting of the principals and teachers of the parish schools of Columbus diocese was held on August 23 and 24. The first paper

was on "The Conduct of the Teacher in the Class-room," by a Franciscan Sister of Charity, Delaware. "Children's First Communion and Preparation For It." Five minute talks by individual members of the school board. "The Period of Elementary

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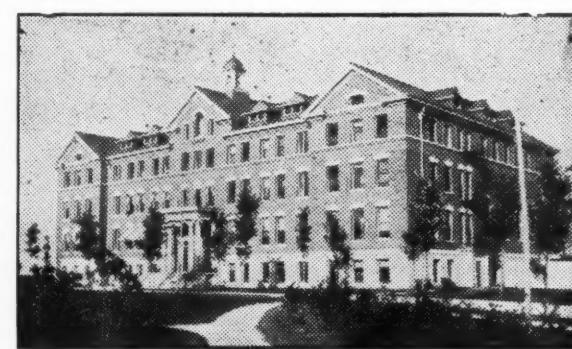
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Education," by a Sister of Charity of Nazareth, Corning.

After lunch each day there were informal discussions on textbooks. The Mass on the second day was offered up by Bishop Hartley for deceased teachers of the parochial schools. The following papers were read: "The Purpose of Elementary Education," by a Sister of St. Francis, Columbus, and "The Character of Secondary Education," by a Sister of St. Francis, Portsmouth. The announcements for the year were then made and miscellaneous business disposed of.

#### A Chapter in Boston's Parish School History.

The death of Thomas J. Whall, at Reading, Mass., recently leads the Pilot of Boston to recall a most important chapter in the history of the parochial schools of that city. It was due, says the Pilot, to an incident in the life of Whall, when a schoolboy at the North End, that the parochial school system of the Archdiocese really had its beginning. Monday morning, March 14, 1859, Whall, who was then not quite ten years of age, was flogged on the bare hands with a long rattan cane for thirty-five minutes in the Eliot Grammar school on North Bennet street, by the submaster, McLaurin F. Cook, because, being a Catholic, he refused to read a selection from the Protestant version of the Bible. The clergy and the laity

of St. Mary's parish, in which young Whall resided, took prompt action and within a few days after the flogging the first distinctively parochial school for boys in New England was opened in temporary quarters. It remained in these for two years, until a school was erected and equipped on Endicott street, beside St. Mary's church.

#### Nuns Not to Teach Boys Over Nine Years.

The following decree from the Mother General of the Sisters of Notre Dame de Namur will effect a number of schools throughout the country:

"The Sisters of Notre Dame were established for the education of young girls, and they may not instruct boys who are over nine years of age. At the commencement of the school year the Sisters cannot, therefore, admit to their classes any boys whose ninth birthday will occur during the course of the year. The cardinal prefect of the Congregation of Religious has approved this rule, and has judged it to be indispensable.

"The same restriction applies to Sunday schools, catechism classes and instruction for first Communion. In all these cases the Sisters may only instruct boys up to the age of nine years.

"The classes may continue as at present until June, 1913, in order to give the reverend pastors sufficient time to make the necessary arrangements.

(Signed) "Sister Mary Aloysie,  
Superior General of the Sisters of  
Notre Dame.  
"Namur, June 6, 1911."

#### Receives First Communion at Sea.

Mrs. Thomas Sinclair of Amsterdam, N. Y., and her ten-year-old daughter, Mathilde, were the occasion for much interest on board the North German Lloyd liner Bremen recently. When a day out from port the daughter met Archbishop Bruchesi of Montreal, with whom she became friendly. She had been abroad six months at school, and was returning to her home for her vacation.

The child told Archbishop Bruchesi that she had not yet received her First Communion, as her mother thought she was too young for such an important sacrament. The Archbishop thought otherwise, and after several days of instruction announced that Miss Sinclair would receive her First Communion on board ship.

On Sunday Mass was celebrated in

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are usually thorough. Perhaps that's one reason J. A. LYONS & Co's publications are always widely used among Catholic academies and parochial schools. Note the following list of leading titles:

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the music room by three priests and was attended by a majority of the cabin passengers, many of them non-Catholics, by Captain Von Borell and seven nuns. The day chanced to be the birthday of Mrs. Sinclair, and in honor of this occasion and the reception of the Sacrament by her daughter the skipper gave a dinner in the evening, which was attended by all the saloon passengers.

### Sister Gregory Dies.

Sister M. Gregory, one of the oldest members of the Sisters of the Holy Cross, died on July 5, at the mother house, St. Mary's, Notre Dame, Ind.

The deceased was known in the world as Mary Barry, and was born in Erie, Pa., in 1839. At the age of 15 she came to Granville, Wis., with her parents and four years later entered the convent of the Sisters of the Holy Cross at Notre Dame, Ind. After entering the convent, she was sent to Washington, D. C., teaching in the schools of that city until the breaking out of the Civil war, when she was recalled from her duties there to serve as a nurse on the battlefield, in which capacity she served during the entire war.

### St. Mary's Institute, Dayton, Ohio.

St. Mary's Institute, Dayton, Ohio, will open a new dormitory building September 8 of the session of 1911-12, which will be the typical embodiment of the most modern ideas in college building today. All private rooms will be equipped with every convenience, electric light, steam heat, hot and cold water, and pure spring water. Bath rooms will be installed on every floor, and no expense is being spared to make the living rooms for the students as commodious and home-like as possible.

**A Handsome School.**  
The cornerstone of the new St. Gabriel's high school at Hazelton, Pa., was laid on August 6 with impressive ceremonies. Msgr. Coffey officiated, and Rev. M. J. Kelley of Auburn, Pa., preached the sermon.

The building when completed will be 62 feet wide, 157 feet long and three stories high, equipped with the latest and most proficient models of school furniture, and Philadelphia patent fire escapes. There will be fourteen class rooms and a large auditorium with a seating capacity of over 900. It will cost \$60,000.

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Time Table for Graded Schools.—This schedule shows the number of minutes per week to be allowed various subjects in the different grades. The table is merely suggestive. Where the school day is longer or shorter than the 5½ hours taken as a basis herewith, or where local conditions recommend that more time be given to certain branches, such changes may easily be adjusted to this schedule. The margin of unassigned times gives opportunity to add to the allotment of any branch or to insert an additional subject.

Subjects.	Grades	1	2	3	4	5	6	7	8
Opening exercises		75	75	75	75	75	75	75	75
Religious instruction	200	200	200	200	200	200	200	200	200
Composition, grammar	120	120	120	120	120	120	120	120	120
Reading	330	300	240	200	120	120	120	120	120
Spelling	100	100	120	120	100	75	60	60	60
Penmanship	120	150	150	100	90	75	60	30	30
Mathematics	180	200	200	200	200	240	240	240	240
Physical culture, hygiene and recesses	180	165	165	120	90	90	90	90	90
Geography		...	...	120	120	120	120	120	90
History		...	...	...	90	120	150	150	150
Drawing	75	75	75	75	75	75	75	75	75
Music	60	60	60	60	60	60	60	60	60
Nature study	60	60	60	90	90	60	...	...	...
Study or sewing		...	60	60	120	120	120	150	150
Business course		...	...	...	...	100	100	100	100
Unassigned time	150	145	125	110	100	100	60	60	90

The daily program of recitations and exercises should be made for each grade, in accordance with the above time schedule, and should be hung in a conspicuous place in the class room. Subjects like drawing, music and nature study may be given two or three periods a week.

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## The Catholic School Journal

### 300 Nuns Visit White House.

Nearly 300 members of teaching orders of the Church were received in the East Room of the White House one afternoon during the past summer, by President Taft. The assemblage was one of the most remarkable ever gathered in the historic mansion.



WM H. TAFT

Twenty-five different religious communities were represented, and they came from forty-two different states, from Canada and British Columbia. The nuns were attending the lectures at the summer school of the Catholic University, and they arrived in Washington in special cars, accompanied

by Msgr. Shahan, rector of the university; Rev. Alexander Doyle, of the Apostolic Mission House; Rev. Dr. Thomas Shields, and other professors connected with the university. They formed in procession at Fifteenth street and marched in file to the east entrance of the White House.

The President entered the room promptly at 2:30, and the introductions were made by Msgr. Shahan. After a few attempts to recognize familiar religious habits which he had known in Cincinnati or the Philippines, the President acknowledged that it was too large a task for such enervating weather. He repeated the name of each nun, and in many cases asked the state and convent from which she came. After the visit to the White House, the nuns went to the capitol, where they were presented to many of the senators and members and to the Speaker and the Vice-President.

One of the most interested groups of the President's guests was a community of nuns recently exiled from France and who are now located in Sioux City, Ia. They speak little English, but were charmed with the reception by the head of the great nation which offers a refuge to the persecuted, whether from civil or religious motives.

On Saturday, July 8, all the student-sisters visited Mount Vernon and placed a beautiful wreath on the tomb of George Washington. They were very cordially received by the super-

intendent of the grounds who showed them personally over the historic site.

### Christian Doctrine Association Incorporated for Visual Instruction.

The Christian Doctrine Association of the Roman Catholic Diocese of Albany, N. Y., was incorporated by the Secretary of State April 5, 1911. The object of the association, as stated in the articles of incorporation, is the extension and explanation of the Catholic religion through the diffusion of a better knowledge of the Christian Doctrine by means of free lectures and instructions in churches and educational institutions with the aid of photographs, lantern slides, moving pictures and other similar devices.

The Association is confining itself for the present to the use of lantern slides. These are all imported from Paris and are beautifully colored. They are made by La Bonne Presse, an organization having for its object the spread of Catholic truth. La Bonne Presse has followed the example of the manufacturer of moving picture films; actors and actresses have been employed to act the scenes from the life of Christ and of the saints. The pictures thus obtained are considered more useful in teaching religion than paintings of the masters.

The Christian Doctrine Association of the Albany Diocese is composed of a number of priests who are interested in lantern slide work and who realize the powerful aid that

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these slides are in religious instruction. To teach through the eye is not less important than to teach through the ear; and the following are the officers of the Association: President, Rt. Rev. T. M. A. Burke, D.D. Executive committee: Rev. Thomas S. Keveny, chairman; Rt. Rev. James P. O'Connor, Rev. Joseph Ottenhues, M.R.; Rev. John T. Slatery, M.R.; Rev. William P. Fitzgerald, and Rev. Edmund A. O'Connor; director, Rev. John F. Glavin.

The Association now has about 1,000 slides, and new ones are being added. The slides are kept in St. John's academy, Rensselaer, and are sent to the members by express.

**Students' Eucharistic League Grows.**

Some months ago mention was made of an association organized in St. Ignatius College, Chicago, Ill., to comply with the wish of our Holy Father that the practice of frequent Communion be promoted, especially in all Christian establishments for the training of youth. That announcement embodied a wish thus expressed in the leaflets describing the "Students' Eucharistic League" previously sent from Chicago: "This is only a beginning, and, small though it is, it is hoped and desired that in course of time large proportion of the college students will become frequent communicants. If they do not, who

will?" This desire of the association's first promoter has been more than realized. The spirit of solid piety that has developed is sufficiently manifested by a May offering of the members of the League in the Chicago college of a spiritual bouquet of 2,846 Communions in honor of the Blessed Virgin.

But a wider evidence of the League's practical value is found in the record of its unlooked-for introduction into many other colleges, academies and parish schools. The Students' Eucharistic League has been established not only in the eight Jesuit colleges of the middle west, but it has also found its way to colleges on the Pacific coast, to New Orleans, Boston, Kentucky and Canada. And everywhere its introduction has been followed by surprisingly happy results among the students pledging themselves to its purposes.

The teaching orders of Sisters have been quick to recognize the value of the plan for increasing Communions among their students, and flourishing branches of the League now exist in the leading academies in Chicago and in the neighboring districts. The organization is only in its infancy, but enough has been accomplished to prove that it contains great possibilities and is destined to play an efficacious and important part in the Christian formation of students in Catholic

institutions.

The Director of the Students' Eucharistic League (St. Ignatius College, 1076 West Twelfth street, Chicago, Illinois) will be pleased to send leaflets of information to those who may be interested in the aims the Association fosters.

When it comes to buying anything in the way of laboratory furniture do not fail to write to the Keweenaw Mfg. Co., Keweenaw, Wis., as this concern makes a specialty of modern laboratory tables and cabinets and can save you money as well as exactly filling your needs.

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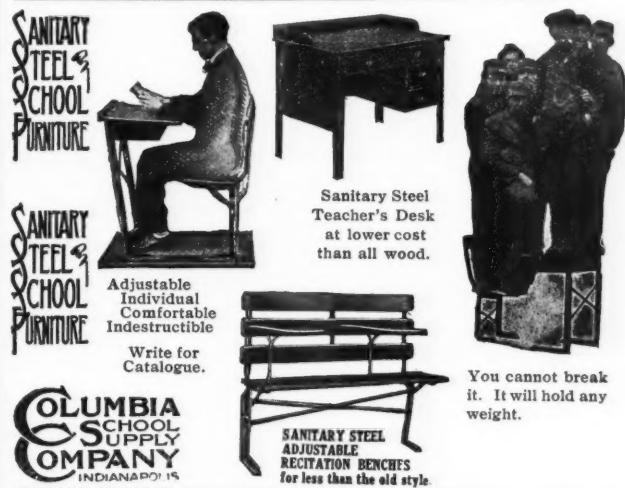
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The recent decree of the Holy Father reducing the number of weekday holy days of obligation for the Catholics of the world does not in that respect affect the Catholics of the United States. Here the holy days remain the same as before the decree was issued, namely: Christmas Day, the Circumcision, Ascension, Assumption, All Saints and the Immaculate Conception. However, there is to be no fasting or abstinence on any of these holy days of obligation. Thus when the Feast of the Immaculate Conception falls on a Friday, the obligation of fasting or abstinence does not hold for that day.

Mother M. Florence, recently Mother Assistant of the Community, has been chosen Superior General of the Sisters of Charity of Cincinnati, Ohio, in succession to Mother M. Blanche, who has just completed a term of six years in that important charge. The new Superior will have jurisdiction over establishments in the archdiocese of Cincinnati and Santa Fe, the dioceses of Cleveland, Detroit, Grand Rapids, Nashville and Denver. The 770 Sisters comprising the community are engaged in educational work chiefly, but they conduct several well-known and successful hospitals and sanitariums as well. In their various academies and schools more than 22,000 pupils come under their influence.

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The work of instruction is under the direction of an able faculty of Brothers, who have a practical knowledge of their work. The shops are many and well-equipped, and a boy learns "to do by doing" by working at his future trade day by day. Even though a boy does not intend to follow any certain mechanical trade as his life work, still it is a good thing to learn how to make time useful.



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## A CATHOLIC ATMOSPHERE IN THE SCHOOL.

It is vital to our interests in the future that the non-Catholic should learn what we mean by Catholic education. They imagine that it consists in learning catechism and saying certain prayers; whereas it is something far more than this. Catholic education means the regular training of the will and the heart upon the motives and principles set forth by the Catholic religion. It means teaching the young to give their affections to Divine Persons, whose presence is to be brought frequently before their mind. The Catechism is a mere collection of axioms or propositions covering a science. It is the working them out, the applying them in detail, which constitutes the chief part of Catholic education. The mind and character having to be formed upon the motives of religion, the whole life and conduct of Catholic youth must be moulded by, colored and seasoned with Catholic principles.

This is no easy task. It cannot be accomplished during an hour's teaching in a Sunday school. The wayward will and heart, the unformed character, must be the special solicitude of teachers day by day, during the years given to education. In a Catholic school the indirect teaching and training are quite as important as the direct. Pictures, crucifixes and religious emblems, little devotional practices that occupy only a few seconds, as for instance when the clock strikes, all help to create the formative influences to which we attach so much importance. Then again, the motives placed before children when they are corrected, aye, and the motives constantly placed before them for the performance of their most ordinary duties, belong to Catholic education. Hence the need of teachers trained in a Catholic spirit, as well as in the knowledge of their religion; hence the need of a Catholic Atmosphere in our schools; hence again that strangely marked character peculiar to a Catholic school, which will always render a Catholic school unsuitable for children who are to be brought up as Protestants.—(St. Anthony's Messenger.)

**NOTE:** We would be pleased to have subscribers inform us as to new Catholic schools opened in their city either this year or last.

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## The Catholic School Journal

**Practical Faith at West Point.**  
Eighty-three graduates of the United States Military Academy at West Point were given diplomas by the Secretary of War at the end of the scholastic year. At the head of the



class stood Philip Bracken Fleming, who heads the honor roll. The young man distinguished himself and excelled in natural and experimental philosophy, chemistry, chemical physics, mineralogy and geology, drill regulations and military hygiene. He

has been active in athletics, successful in commanding the football team and has been a cadet officer. He receives the coveted appointment with the Engineering Corps which always goes to the head of the class. Young Fleming is a Catholic—the sort of a Catholic of whom his co-religionists have reason to be proud. Out of this year's class of eighty-three, eleven are Catholics. One of the Catholic instructors in the academy stated that in all his experience in West Point, he never met such a splendid lot of Catholic young men, and that they have frequently given him the right to be proud of them. They were frequent communicants and faithful to their obligation of attending Mass.

It will be of interest to our readers to know that Lieut. Fleming received his educational foundation at the Academy of Our Lady of Lourdes, Burlington, Ia., which school is taught by the Sisters of Charity, B. V. M. Later he attended public high school and then spent two years at the University of Wisconsin, where he was active among the Catholic students in securing the appointment of a University Chaplain by Archbishop Messmer. Young Mr. Fleming is a son of John J. Fleming, vice-president of the Burlington Savings Bank, Burlington, Iowa.

Mother Emma, Superior of the convent of the Sisters of the Precious Blood, Phoenix, Arizona, has been elected Mother General of the order

and will now reside at the motherhouse, Maria Stein, Ohio. This is the second time that Mother Emma has been called to the important office and she succeeds Mother Josephina, before whose administration she had previously served six years.

The Community of the Sisters of the Most Precious Blood numbers upwards of eight hundred living members. The order was established in 1834 at Lowenberg, Switzerland. V. Rev. Francis de Sales Brunner assisted by his saintly mother, Ven. M. Anna Brunner, was the founder. The little community was prosperous; its chief object was the veneration of the Most Precious Blood. To such proportions had the order grown a decade of years after its establishment, that it was decided to extend its activity to the United States.

### Was A Nun Forty Years.

Sister Mary Concordia of the Sisters of Charity, B. V. M., died last month at the Holy Name Cathedral convent on North State street, Chicago. She had served in the order forty years, was well known in Chicago and for the last seven years had been associated with the Holy Name school. Before that she taught at the Sacred Heart and St. Lawrence convents. She is survived by two brothers and three sisters, two of the latter—Sister Bernardine and Sister Ambrosia—being members of the Franciscan Order of Nuns. Sister Concordia's home was at Dubuque, Ia.

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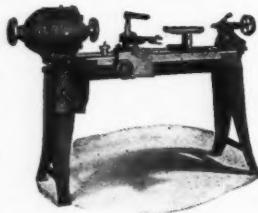
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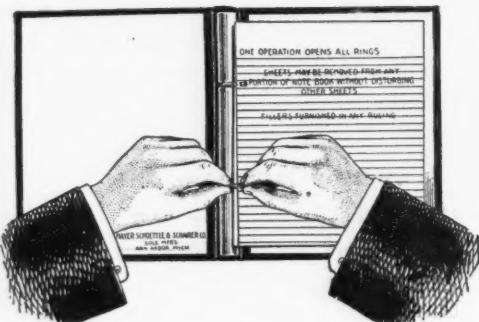
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